



East Georgia State College Compliance Certification

March 2, 2020

Print Version

This print version of East Georgia State College's (EGSC) Compliance Certification includes the SACSCOC Principles of Accreditation and EGSC's narrative response to each principle. All source documents may be accessed through hyperlinks on the USB drive accompanying each copy of this Compliance Certification.

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Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That East Georgia State College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.
2. That East Georgia State College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That East Georgia State College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: David Gribbin

Signature:  _____

Date: February 24, 2020

Chief Executive Officer

Name of Chief Executive Officer: Robert G. Boehmer

Signature:  _____

Date: February 24, 2020

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

Approval Date	Description of Substantive Change
May 30, 2012	Name Change from East Georgia College to East Georgia <u>State</u> College
July 10, 2013	Elevation to Level II offering the Bachelor of Science in Biology
August 23, 2013	Offer of Associate of Arts Degrees at EGSC Statesboro Off-campus Site
January 19, 2016	Expansion of Course Offerings at EGSC Augusta Off-campus Site
June 30, 2016	Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities non-credit CHOICE Program
December 13, 2016	Dual Enrolled Students May Earn 25-49% of Program at Burke County High School
December 13, 2016	Dual Enrolled Students May Earn 25-49% of Program at Metter High School
February 2, 2016	Bachelor of Arts in Fire and Emergency Services Administration
February 7, 2017	Associate of Arts with a major in English
February 7, 2017	Associate of Arts with a major in Art
February 7, 2017	Associate of Arts with a major in Criminal Justice
February 7, 2017	Associate of Arts with a major in History
February 7, 2017	Associate of Arts with a major in Political Science
February 7, 2017	Associate of Arts with a major in Psychology
February 7, 2017	Associate of Arts with a major in Sociology
February 7, 2017	Associate of Science with a major in Chemistry
February 7, 2017	Associate of Science with a major in Mathematics
February 7, 2017	Associate of Science with a major in Recreation
February 7, 2017	Associate of Science with a major in Biology
February 7, 2017	Associate of Science with a major in Business Administration
August 10, 2017	Associate of Arts with a major in Fire and Emergency Services Administration
September 27, 2017	Associate of Arts with a major in Communication Arts
October 10, 2017	Associate of Arts with a major in Early Childhood Education
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Burke County High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Cross Creek High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Lincoln County High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Metter High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Screven High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Vidalia High School
July 3, 2018	Bachelor of Science in Nursing RN to BSN Bridge Program
Pending	Relocation of EGSC Statesboro Instructional Site to Statesboro Campus of Georgia Southern University Serving the Same Geographic Area

2.1

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College's (EGSC) current mission statement as approved by its governing board, the University System of Georgia (USG) Board of Regents (BOR), on June 7, 2011, is presented below. As discussed below, this mission statement is clearly defined, comprehensive, published, specific to EGSC, appropriate to higher education, and addresses teaching and learning, as well as public service. Prior to consideration by the BOR, the EGSC faculty approved the College's revised mission statement at its Spring 2011 meeting on May 6, 2011. (See EGSC Faculty Meeting Minutes 5-6-2011 and USG BOR Meeting Minutes 6-7-2011(Page 39 - Page 41))

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment. [Emphasis added]

MISSION STATEMENT IS CLEARLY DEFINED AND COMPREHENSIVE AND SPECIFIC TO EGSC

The above mission statement is clearly defined, comprehensive and specific to EGSC. It establishes EGSC as an institution focused on access, as an associate-degree dominant institution offering targeted bachelor's programs, as an institution offering a residential option, and as an institution with a public service role in the region (but not a research role). See underlined sections of above mission statement.

Prior to 2011, EGSC was authorized to offer only associate degrees. However, its mission was expanded in 2011 to include "targeted" bachelor's degrees. As stated in a letter from the USG Chancellor informing the College of the BOR's approval of the above revised mission statement, EGSC also was approved to offer a Bachelor of Science Degree in Biology. The above mission statement also incorporates a name change mandated by the USG BOR at its June 2011 meeting from "East Georgia College" to "East Georgia State College." (See USG Chancellor EGC State College Status 6-8-2011.)

Following a successful level change review, SACSCOC Board of Trustees continued accreditation of East Georgia State College at Level II. (See SACSCOC EGSC Level II Approved 7-10-2013.)

MISSION STATEMENT IS PUBLISHED

EGSC’s mission statement is published both in its annual catalog and on the College’s website. See links to EGSC’s mission statement in [EGSC Catalog FY 2019-20 \(Page 7\)](#) and [EGSC Mission & Accreditation Webpage.](#)) The College’s mission statement is also the basis for its strategic planning process. (See [EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020](#))

MISSION STATEMENT IS APPROPRIATE FOR HIGHER EDUCATION

EGSC’s mission statement is appropriate for higher education. This is evidenced by EGSC’s Carnegie Classification and sector assignment by the USG.

EGSC’s mission falls into the Basic Carnegie Classification of Baccalaureate/Associates Colleges: Associate’s Dominant. (See [EGSC Carnegie Classification.](#)) This classification is consistent with the classification of EGSC by USG BOR policy (sector assignment), which classifies its education institutions by function and mission. According to BOR policy, the function and mission of each institution is determined by the BOR and any changes to an institution’s function and mission must be approved by the BOR. Institutional function determines the institution’s scope of activity based on the following factors presented below. (See [USG BOR Policy 2.8 Institutional Mission](#))

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service.

According to BOR Policy 2.8, EGSC is included in the USG Associate Dominant-Select Bachelor’s State Colleges Group. State colleges in this group “... are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.” Presented in the table below is an excerpt for EGSC of the USG Associate Dominant-Select Bachelor’s State Colleges Group. Note that EGSC is not assigned a secondary function. [See [USG BOR Policy 2.8 Institutional Mission \(Page 5\)](#) and [\(Page 6\).](#)]

Institution	Primary Section/ Function	Secondary Section/Function
East Georgia State College	State College – Associate Dominant, Select Bachelor’s	n/a

MISSION STATEMENT ADDRESSES TEACHING AND LEARNING

Teaching and learning are EGSC’s primary mission. Most of the wording in the College’s mission statement addresses EGSC’s teaching and learning mission. Through its strategic planning process, EGSC has sought to fulfill its mission to offer associate and baccalaureate degrees that are appropriate to its service region and are aligned with the strategic goals and vision statement of the USG to promote academic excellence and degree completion. This is driven, in large part, by the USG vision statement as presented below. [see the [USG Strategic Plan \(Page 6\)](#)]:

The University System of Georgia will excel in meeting the needs of our state and economy through universities and colleges that provide an affordable, accessible and high-quality education; promote lifelong success of students; and create, disseminate and apply knowledge for the advancement of our state, nation and world.

As summarized in EGSC's strategic plan, the College has introduced the following degree programs since being elevated to a SACSCOC level II institution. In the process of developing these degree programs since implementation, EGSC has incorporated the USG initiatives listed above in its Strategic Plan [see [EGSC Strategic Plan \(Page 38\)](#) and [\(Page 15\)](#)]:

- The College's first baccalaureate program, a Bachelor of Science Degree in Biology, began Fall Semester 2012
- A Bachelor of Arts in Fire and Emergency Services Administration (BA FESA) was launched in Spring Semester 2016.
- RN to BSN Nursing Bridge Program was launched in Fall 2017

The following ten associate of arts (AA) degrees, including an AA FESA option, and five associate of science (AS) degrees with disciplinary distinctions were introduced in Fall Semester 2017

- Associate of Arts in Communication Arts
- Associate of Arts in Early Childhood Education
- Associate of Arts in English
- Associate of Arts in Psychology
- Associate of Arts in Criminal Justice
- Associate of Arts in Fire and Emergency Services Administration
- Associate of Arts in Political Science
- Associate of Arts in Sociology
- Associate of Arts in Art
- Associate of Arts in History
- Associate of Science in Biology
- Associate of Science in Mathematics
- Associate of Science in Recreation
- Associate of Science in Chemistry
- Associate of Science in Business Administration

Presented below are USG memoranda approving new EGSC degree offerings.

- [USG Approval Memo - EGSC AA AS Degrees with Majors 8-17-2016](#)
- [USG Approval Memo - EGSC AA FESA 3-2-2017](#)
- [USG Approval Memo - EGSC AA Communication Arts 4-14-2017](#)
- [USG Approval Memo - EGSC AA Early Childhood Education 5-18-2017](#)

Presented below are letters from SACSCOC approving EGSC's baccalaureate programs and acknowledging its AA and AS degrees with disciplinary distinctions.

- [SACSCOC EGSC Level II Approved 7-10-2013](#)
- [SACSCOC EGSC FESA BA Approval Letter 2-2-2016](#)
- [SACSCOC EGSC RN-BSN Approval 7-3-2018](#)
- [SACSCOC EGSC AA AS Degrees with Majors Acknowledgement Letter 2-7-2017](#)
- [SACSCOC EGSC AA Communication Arts Acknowledgement Letter 9-27-2017](#)
- [SACSCOC EGSC FESA AA Acknowledgement Letter 8-10-2017](#)
- [SACSCOC EGSC AA Early Childhood Acknowledgement Letter 10-30-2017](#)

**MISSION STATEMENT ALSO ADDRESSES PUBLIC SERVICE
(RESEARCH IS NOT APPLICABLE)**

Like other associate dominant colleges in the USG, the BOR expects EGSC's mission to emphasize teaching and service, but not research, and to serve the students of Georgia. Consequently, the College's mission in public service is described in EGSC's mission statement as a continuous engagement with the communities EGSC services through service and cultural enrichment. Since research is not an expected area of emphasis according to the governing board's policy, it is not included in EGSC's mission statement.

Consistent with its public service and community outreach mission, the mission of the Sudie A. Fulford Community Learning Center at East Georgia State College, funded through a large private donation, is to provide community education programming, summer camps and outreach, and comprises the largest single outreach on behalf of the college. Most programs are offered at low or no cost and are open to the community. Many community organizations use the facility for meetings and events. In addition, The Morgan House, a large residential home donated to the EGSC Foundation Inc., is available to the College for meetings, events and community outreach. Community members may also use the venue for private meetings and events. Both venues host a regular schedule of programs. EGSC also hosts the Magnolia Midlands Georgia Youth Science and Technology Center (MMGYSTC) on its campus. MMGYSTC is a regional educational center dedicated to providing supplemental and professional education to K-8 teachers and students. EGSC and MMGYSTC collaborate often on educational projects, events and summer camps.








Examples of how EGSC continuously engages the communities it serves through public service and cultural enrichment are as follows:

- [EGSC Fulford Newsletter Nov.-Dec. 2019](#)
- [9th Annual Family Astronomy Night at the Fulford Center at East Georgia State College](#)
- [Total Wellness Sessions at the Fulford Center at East Georgia State College](#)
- [AARP Driver Safety Course at the Fulford Center at East Georgia State College](#)
- [Camp Invention STEM Summer 2019 at the Fulford Center at East Georgia State College](#)
- [First Fridays at the Morgan House](#)
- [EGSC Annual Patriotic Concert](#)
- [Honey Bee Project and EGSC Bee Cam – EGSC and MMGYSTC](#)
- [EGSC Family and Friends Fun Day](#)

CONCLUSION

EGSC's mission statement is clearly defined, comprehensive, published, specific to EGSC and appropriate for higher education. It directly addresses teaching and learning and service.

Sources

-  AARP Driver Safety Course
-  Camp Invention STEM Summer 2019
-  EGC Faculty Meeting Minutes 5-6-2011
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 7)
-  EGSC Annual Patriotic Concert
-  EGSC Carnegie Classification
-  EGSC Family Friends Fun Day

-  EGSC Fulford Center 9th Annual Family Astronomy Night
-  EGSC Fulford_Newsletter_Nov_Dec_2019
-  EGSC Mission Statement Webpage
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 15)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 3)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 30)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 38)
-  First Friday at The Morgan House November 2019
-  Honey Bee Project and Bee Cam - East Georgia State College and MMGYSTC
-  SACSCOC EGSC AA AS Degrees with Majors Acknowledgement Letter 2-7-2017
-  SACSCOC EGSC AA Communication Arts Acknowledgement Letter 9-27-2017
-  SACSCOC EGSC AA Early Childhood Acknowledgement Letter 10-30-2017
-  SACSCOC EGSC FESA AA Acknowledgement Letter 8-10-2017
-  SACSCOC EGSC FESA BA Approval Letter 2-2-2016
-  SACSCOC EGSC Level II Approved - July 10 2013
-  SACSCOC EGSC RN-BSN Approval July 3 2018
-  Total Wellness Session Fulford Center
-  Total_Wellness_Session_Fulford_Center
-  USG Approval Memo - EGSC A.A. Communication Arts 4-14-2017
-  USG Approval Memo - EGSC A.A. Early Childhood Education 5-18-2017
-  USG Approval Memo - EGSC AA FESA 3-2-2017
-  USG Approval Memo - EGSC AA AS Degrees with Majors 8-17-2016
-  USG BOR Policy 2.8 Institutional Mission
-  USG BOR Policy 2.8 Institutional Mission (Page 5)
-  USG BOR Policy 2.8 Institutional Mission (Page 6)
-  USG BoR Meeting Minutes 6-7-2011
-  USG BoR Meeting Minutes 6-7-2011 (Page 39)
-  USG Chancellor EGC State College Status 6-8-2011
-  USG Strategic Plan 2024
-  USG Strategic Plan 2024 (Page 6)



3.1.a

Degree-granting Authority

An institution seeking to gain or maintain accredited status:

- a. has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

BOR IS THE GOVERNMENT AGENCY WITH THE AUTHORITY TO GRANT POWER TO AWARD DEGREES

The degree granting authority of East Georgia State College (EGSC) derives from the Board of Regents (BOR) of the University System of Georgia (USG), of which the College is a unit.

The charter of the BOR consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785 and modified by a subsequent Act of the General Assembly in 1931. As such, "the government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in Board of Regents of the University System of Georgia." (See Georgia Constitution Sec IV Board of Regents) Therefore, the administration of the USG and its institutions is given to the BOR as stated in the Constitution of the State of Georgia.

The Statutes of the State of Georgia, as enacted by its legislature, further define that power. The powers of the BOR include electing, appointing and discontinuing professors or other personnel of a school in the USG and affixing their compensation; establishing schools useful to the State and organizing them to attain the ends desired. (See OCGA 20-3-31 - Board of Regents General Powers) In addition, the BOR has the power to consolidate, suspend or discontinue institutions; merge departments; inaugurate or discontinue courses and **abolish or add degrees**. (See OCGA 20-3-32 - Board of Regents Degrees)

BOR IS THE APPROPRIATE GOVERNMENT AGENCY

The USG is comprised of twenty-six colleges and universities: four research universities, four comprehensive universities, nine state universities, and nine state colleges. (See USG Facts Webpage) USG institutions are classified by level and authorized to award degrees based on institution mission and function. EGSC is classified as an associate dominant – select bachelor's degrees institution. (See USG BOR 2.8 Institutional Mission)

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally oriented bachelor's degree programs. The select bachelor's programs are focused on specialized academic and economic development program areas and regional college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

The BOR is the authorizing agency for all degree programs within the USG. As the state agency vested with the power by the Constitution of Georgia (see above) and the legislature of Georgia (see above), the BOR is the appropriate agency to award degree-granting authority to EGSC.

All new degree programs or requests to terminate existing degree programs by any unit of the USG must be approved by the BOR. (See [USG BOR Policy 3.6 Creation & Elimination of Academic Programs](#)) EGSC is authorized to offer and award certificates, associate degrees, transfer pathways, and baccalaureate degrees in targeted fields to meet workplace needs in the area. (See link to the [EGSC College Catalog page 7](#) and pages [61-76](#) for a description of the certificates, transfer pathways and degree programs offered in Sources below.)

BOR HAS AUTHORIZED EGSC TO AWARD DEGREES AT THE ASSOCIATE AND BACHELOR'S LEVEL

EGSC was originally authorized by the BOR to offer associate degrees only. On January 10, 2012 SACSCOC awarded EGSC membership at Level II to offer the Bachelor of Science in Biology and authorized a substantive change committee. (See [SACSCOC Letter Biology Program 01-10-2012](#)) EGSC then submitted documentation for the substantive change committee, including detailed information about its authority to award degrees as granted by the BOR. (See [EGSC documentation for the Substantive Change Committee – Level Change](#)) Following the substantive change committee review, SACSCOC continued EGSC's accreditation as Level II. (See [SACSCOC EGSC Level II Approved -- July 10, 2013](#))

DISTANCE EDUCATION AND AUTHORIZATION FOR OUT-OF-STATE STUDENTS

EGSC offers on-line courses to out-of-state students. State authorization for out-of-state students is provided to EGSC through its participation in the State Authorization Reciprocity Agreement program in conjunction with the Southern Regional Education Board (SREB) and administered by the National Council for State Authorization Reciprocity Agreements (NC-SARA). Continued participation in SARA is conditioned upon compliance with SREB and NC-SARA policies and procedures. (See [SARA Renewal Application 06-11-2019](#)).

CONCLUSION

EGSC has degree-granting authority to offer associate and bachelor's degrees from the BOR. The BOR is the appropriate government agency to award that degree-granting authority to EGSC.

Sources

- [EGSC 2019-20 Catalog CAB 2-21-20 \(Page 61\)](#)
- [EGSC 2019-20 Catalog CAB 2-21-20 \(Page 7\)](#)
- [EGSC to SACS Documentation for Substantive Change Committee 1-4-13](#)
- [Georgia State Constitution Article VIII Sec IV Board of Regents](#)
- [OCGA 20-3-31 - Board of Regents General Powers](#)
- [OCGA 20-3-32 - Board of Regents Degrees](#)
- [SACSCOC EGSC Level II Approved - July 10 2013](#)
- [SACSCOC letter Biology Program - 01-10-2012](#)
- [SARA Renewal Application 6-11-2019](#)
- [USG BOR Policy 2.8 Institutional Mission](#)
- [USG BOR Policy 3.6 Creation & Elimination of Academic Programs](#)
- [USG Facts Webpage](#)

3.1.b**Coursework for Degrees**

An institution seeking to gain or maintain accreditation status:

- b. offers all coursework required for at least one degree program at each level at which it awards degrees.(For exceptions, see SACSCOC policy "Documenting an Alternative Approach.")

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

As a State College within the University System of Georgia (USG), East Georgia State College (EGSC) is approved by its governing board to offer programs of study for three bachelor's degree programs, eleven Associate of Arts degree programs, and five Associate of Science degree programs. (See [USG List of Degrees and Majors Authorized for EGSC](#)) Each of these degree programs meets or exceeds the minimum number of semester credit hours required for associate and bachelor's degrees, and EGSC offers all coursework required for degree program completion for all of these associate and bachelor's degree programs. The two required degree program examples of EGSC's compliance with this Core Requirement 3.1.b described and documented below are the Associate of Arts degree in Early Childhood Education and the Bachelor of Science in Biology.

ASSOCIATE DEGREE – EXAMPLE # 1: A.A. IN EARLY CHILDHOOD EDUCATION (Spring 2019)

The following table lists a set of the required and elective courses for completion of the associate of arts degree in Early Childhood Education as published in the [EGSC 2019-2020 Catalog pages 66-67](#). (See [EGSC Curriculum Sheet -- Early Childhood Education](#)). When multiple elective courses are eligible for degree completion, only examples of courses providing the minimum number of hours needed for degree completion are included in the table. Information in the third column on how frequently the course was offered and when it was last offered by EGSC is derived from the published course schedules for the last five semesters and two summer terms from Fall 2017 through Fall 2019. NOTE: The Georgia Professional Standards Commission (GAPSC) sets Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. See [GAPSC Elementary Education Name Change](#).

As demonstrated by the following table and the one student example below, EGSC's published curriculum provides all coursework requested for the associate degree; and, those required courses are, in fact, offered by EGSC.

[EGSC Course Schedule Summer 2017](#)

[EGSC Course Schedule Fall 2017](#)

[EGSC Course Schedule Spring 2018](#)

[EGSC Course Schedule Summer 2018](#)

[EGSC Course Schedule Fall 2018](#)

[EGSC Course Schedule Spring 2019](#)

[EGSC Course Schedule Fall 2019](#)

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Course Discipline/Number & Title with (hrs.) (R)=Required or (E)=Elective Course	Frequency of Offering (Term Last Offered)
EDUC 2110 Investigating Critical and Contemporary Issues in Education (3) R	Every Term (Fall 2019, Spring 2020)
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3) R	Every Term (Fall 2019, Spring 2020)
EDUC 2130 Exploring Learning and Teaching (3) R	Every Term (Fall 2019, Spring 2020)
MATH 2008 Foundations of Numbers & Operations (3) R	Every Fall (Fall 2019)
ISCI 2001 Life & Earth Science for Early Childhood Education (3) R	Every Spring (Spring 2019, Spring 2020)
ISCI 2002 Foundations of Physical Science (3) R	Every Fall and as needed (Fall 2019, Spring 2020)

See [Example Student Transcript Early Childhood Education 2019](#) indicating completion of the Associate of Arts in Early Childhood Education entirely by courses offered by EGSC.

BACHELOR'S DEGREE – EXAMPLE #2: B.S. IN BIOLOGY

The following table lists a set of the required and elective courses for completion of the bachelor's degree in Biology as published in the [EGSC 2019-2020 Catalog](#). (See [EGSC Curriculum-sheet-Bachelor of Science Biology](#)) When multiple elective courses are eligible for degree completion, only examples of courses providing the minimum number of hours needed for degree completion are included in the table. Information in the third column on how often each course was offered by EGSC and when it was last offered is derived from the published course schedules for the last five semesters and two summer terms from Fall 2017 through Fall 2019.

As demonstrated by the following tables and the one student example below, EGSC's published documentation provides all coursework required by this bachelor's degree; and those courses are, in fact, offered by EGSC.

[EGSC Course Schedule Summer 2017](#)

[EGSC Course Schedule Fall 2017](#)

[EGSC Course Schedule Spring 2018](#)

[EGSC Course Schedule Summer 2018](#)

[EGSC Course Schedule Fall 2018](#)

[EGSC Course Schedule Spring 2019](#)

[EGSC Course Schedule Fall 2019](#)

















Course Discipline/Number & Title and (hrs.) (R)=Required or (E)=Elective Course	Frequency of Offering (Term Last Offered)
BIOL 3000 Evolution (3) E	Spring every other year (Spring 2020)
BIOL 3101 Human Anatomy, Physiology, and Histology (4) E	Never
BIOL 3200 Genetics (4) R	Every Spring (Spring 2020)
BIOL 3300 Advanced Microbiology (4) E	As needed (Fall 2019)
BIOL 3400 Cell Biology (4) R	Every Fall (Fall 2019)
BIOL 3440 Natural History (3) E	As needed (Fall 2019)
BIOL 3450 Conservation Biology (3) E	As needed (Spring 2018)
BIOL 3460 Plant Biology (4) R	Every Spring (Spring 2020)
BIOL 3500 Ecology (4) R	Every Fall (Fall 2019)
BIOL 3550 Entomology (4) E	As needed (Fall 2014)
BIOL 3600 Zoology (4) E	Fall every other year (Fall 2018)
BIOL 3650 Terrestrial Ecology (4) E	Spring every other year (Spring 2020)
BIOL 3900 Biotechnology (3) E	As needed (Summer 2013)
BIOL 4010 Principles of Virology (3) E	Every Fall (Fall 2019)
BIOL 4200 Bioinformatics (3) E	Never
BIOL 4300 Biotechnology Laboratory (1) E	As needed (Summer 2013)
BIOL 4400 Medical Entomology (4) E	Never
BIOL 4410 Industrial Microbiology (4) E	Never
BIOL 4500 Undergraduate Research (3) R	As needed (Spring 2020)
BIOL 4550 Professional Skills for Biology (3) R	Every Spring (Spring 2020)
BIOL 4750 Interdisciplinary Application of Biology (3) E	As needed (Fall 2016)
BIOL 4750 Environmental Toxicology (4) E	As needed (Fall 2016)
BIOL 4800 Internship (3) R	As needed (Summer 2019)
BCHM 3100 Biochemistry (4) R	Every Fall (Fall 2019)
MATH 1401 Elementary Statistics (3)	Every Spring and Fall (Spring 2020)
PHYS 2211 Physics I: Classical Mechanics (4) R	Every Spring and Fall (Spring 2020)
PHYS 2212 Physics II: Electricity, Magnetism, Optics (4) R	Every Spring (Spring 2020)

See [EGSC Example Student Transcript BS Biology](#) indicating completion of the BS in Biology degree program entirely by courses offered by EGSC.

CONCLUSION

EGSC awards degrees at the associate and bachelor's degree levels. EGSC offers all coursework required for degree completion for all of its degrees. Examples are provided above for one associate level program and one bachelor's degree level program.

Sources

-  AA Elementary Education Curriculum Sheet
-  Curriculum-sheet-Early-Childhood-Education
-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 66)
-  EGSC Course Schedule FALL 2017
-  EGSC Course Schedule FALL 2018
-  EGSC Course Schedule FALL 2019
-  EGSC Course Schedule SPRING 2019
-  EGSC Course Schedule SUMMER 2017
-  EGSC Course Schedule SUMMER 2018
-  EGSC Program Map BS Biology
-  EGSC Course Schedule SPRING 2018
-  Example Student Transcript BS Biology
-  Example Student Transcript Early Childhood Education 2019
-  GAPSC Elementary Education Name Change 7-1-19
-  USG Degrees Majors Authorized for EGSC

3.1.c**Continuous Operation**

An institution seeking to gain or maintain accredited status:

- c. is in operation and has students enrolled in degree programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) is in operation and currently has students enrolled in its degree programs. The 2018 SACSCOC Resource Manual indicates that institutions like EGSC that are already holding SACSCOC accreditation need not address this standard unless the institution is currently not operating. EGSC currently holds SACSCOC accreditation, is operating presently, and has been in continuous operation since 1973. Therefore, this Principle is not addressed further by EGSC.

4.1

Governing Board Characteristics

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has a governing board of at least five members. That governing board meets all five standards contained in this core requirement.

The Board of Regents (BOR) of the University System of Georgia (USG) is EGSC's governing board. The BOR has 19 members and statewide representation. The BOR's legal authority over the 26 USG institutions, including EGSC, is rooted in the Georgia Constitution. One of the BOR's primary responsibilities is to exercise fiduciary control over USG institutions, including EGSC. Members of the BOR under state law and board policy must be free of any contractual, employment, personal, or familial financial interest in any USG institution, including EGSC. The BOR is not controlled by a minority of board members or by organizations or institutions separate from it. And finally, the BOR is not presided over by the chief executive officer of EGSC.

BOARD OF REGENTS MEMBERSHIP

The BOR of the USG was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. As reorganized, the Georgia governor appoints members of the BOR to a seven-year term. Regents may be reappointed to subsequent terms by a sitting governor. Regents donate their time and expertise to serve Georgia through their governance of the USG. The position is a voluntary one without financial remuneration. Today the BOR is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state's 14 congressional districts. The BOR elects a Chancellor, who serves as its chief executive officer and the chief administrative officer of the USG. The BOR oversees the 26 public colleges and universities that comprise the USG and has oversight of the Georgia Archives and the Georgia Public Library System.

The BOR is very active and meets regularly. The full BOR typically meets eight times a year unless the press of business requires it to meet more often. Additionally, special meetings of the BOR are called as needed each year. [BOR Meeting Agendas](#) are publicly available on the BOR website the Friday before the meeting. An [archive of BOR agendas](#) and meeting minutes is also publicly posted on the BOR's website.

Multiple BOR committees support the work of the BOR. 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 BOR and the Chancellor serve as ex officio members of all committees. The Chair of the BOR has the authority to vote, the Chancellor does not. The Chair of the BOR may appoint members of the BOR to special or ad hoc Committees as needed to fulfill the duties and responsibilities of the BOR.

The following standing committees support the work of the USG BOR.

1. Executive and Compensation Committee
2. Strategic Planning Committee
3. Committee on Real Estate and Facilities
4. Committee on Academic Affairs
5. Committee on Finance and Business Operations
6. Committee on Organization and Law
7. Committee on Internal Audit, Risk, and Compliance

BOR'S LEGAL AUTHORITY OVER EGSC (a)

The BOR of the USG is the governing board for the public colleges and universities that compose the USG, including EGSC. Article VIII, Section IV, Paragraph I (a) of the [Constitution of the State of Georgia](#), in part:

“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 BOR 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 legal authority of the BOR over the institution is derived from the [Constitution of the State of Georgia](#), Article VIII, Section IV, Paragraph I (b), which states, in part:

“...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.”

The Official Code of Georgia Annotated (O.C.G.A.) § [20-3-31](#) states:

“The board of regents shall have power:

- (1) To make such reasonable rules and regulations as are necessary for the performance of its duties;
- (2) To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- (3) 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
- (4) 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.”

In addition, Section 1, Subsection 2 of the [Board of Regents Bylaws](#) articulates the authority of the Board over its member institutions:

“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 EGSC are managed under the authority of the college’s Chief Executive Officer (CEO), President Robert G. Boehmer, who reports to the BOR through the CEO of the USG, Chancellor Steve Wrigley.

BOR’S EXERCISE OF FIDUCIARY OVERSIGHT OF EGSC (b)

The BOR is ultimately responsible for ensuring that the financial resources of EGSC 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, Paragraph I (c – e):

“(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, Section 5, Sub-section 7, Budgets of Institutions, provides that:

“The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or 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 funding decisions are made. Evidence of the governing board’s fiscal actions for the fiscal year, FY2020, is contained in the Minutes of the USG BOR Meeting May 14, 2019. In addition to adjusting tuition and fees to maintain adequate funding, the BOR’s ongoing institutional consolidation initiative is aimed at reducing administration costs and redirecting savings to the expansion of educational programs and services. The fiduciary oversight by the BOR of the USG institutions, including EGSC, is so great that five of the board’s 7 committees concern fiduciary matters. They are the Executive and Compensation Committee, the Committee on Personnel and Benefits, the Committee on Finance and Business Operations, the Committee on Internal Audit, Risk, and Compliance, and the Committee on Real Estate and Facilities. The published agendas (See USG BOR Meetings and Agenda) for BOR meetings attest to the board’s regular and substantial exercise of its fiduciary responsibilities over USG institutions.

FREEDOM OF BOR MEMBERS FROM CONTRACTUAL, EMPLOYMENT, PERSONNEL, OR FAMILIAL FINANCIAL INTERESTS IN EGSC (c)

According to O.C.G.A. § 45-10-22(a)(2), 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 O.C.G.A. § 45-10-1, also prohibits such conflict interest. Additionally, O.C.G.A. § 45-10-26, requires all public officials to file an annual financial disclosure statement for transactions of more than \$9,000 with the state or any state of 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 annual BOR ethics training as is reflected in the USG BOR Meeting Minutes 01-09-2019. The Regents undergo annual ethics training as required by BOR Policy Manual, Section 8.2.18.1.1.

State of Georgia Department of Law, Official Opinion 2004-7 specifically establishes the responsibility of the BOR for fiduciary oversight: (See Georgia Attorney General Opinion 2004-07)

"Members of the Board of Regents of the University System of Georgia hold fiduciary positions of trust under Georgia law, and business transactions between any Regent and the University System are prohibited absent a statutory exception permitting the transaction, and then only if there is no common law conflict creating a breach of their constitutional fiduciary duty."

MINORITY INTERESTS DO NOT CONTROL THE BOR (d)

The BOR is not controlled by a minority of board members, as stipulated in BOR Bylaws, Section 3, Subsection 4.

"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 BOR Bylaws, Section 3, Subsection 5. Lastly, BOR Bylaws, Section 5, Subsection 2 states,

"...no individual Board member has the authority to commit the Board to a particular action..."

The statewide representation of the BOR's membership ensures that no one region of the state dominates BOR decision-making. In addition, staggered membership appointments of BOR members for seven-year terms precludes any one governor from having excessive influence over the BOR's composition.

The independence of the BOR from the state legislature in terms of authority over the operation and management of the USG was incorporated into Georgia's constitution many years ago to preclude inappropriate political interference with member institutions of the USG.

The fact that the Chair of the BOR is elected annually for a one-year term precludes the multiyear leadership influence of a single board member.

BOR'S PRESIDING OFFICER IS NOT EGSC'S PRESIDENT (e)

Dr. Robert G. Boehmer has been the president of EGSC since November 2011. Dr. Boehmer 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 the management and operations of EGSC as outlined in the president's job description from the USG. (See EGSC President- Job Description 5-31-2019)

BOR Policy Manual, Section 2.6 defines the role, authority, and responsibilities of a president of a USG institution.

BOR Policy Manual, Section 2.6.1, Executive Head of Institution, defines the role, authority, and responsibilities of a president of a USG institution.

"The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor."

BOR Bylaws, Section 4, Subsection 5, Officers and their Duties, Chair, states:

"The Chair shall be a member of the Board, shall preside at the meetings of the Board with the authority to vote, shall appoint members of all Committees, and shall designate the Chair of each Committee. The Board Chair shall be an ex officio member of all Committees with the authority to vote. The Chair, upon the authority of the Board and in the name of the Board of Regents of the University System of Georgia, may execute all notes, bonds, deeds, contracts, and other documents requiring the Seal. The Chair shall submit the annual report of the Board of Regents to the Governor."

BOR Bylaws, Section 4, Subsection 2 states that unless otherwise determined by the Board, the Chair, and the Vice Chair shall be elected at the November monthly meeting for a term to begin on January 1 and to end on December 31 of each year. The Chair of the BOR in 2020 is Sachin Shailendra, President of SG Contracting, Inc. as reflected in the November 12, 2019 BOR minutes.

BOR Policy Manual, Section 1.2.1 states, in part:

"The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents and, as such, shall perform those duties that are prescribed by the Board (BOR Minutes, February 2007).

The Chancellor shall be responsible to the Board for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the order and operation of the entire USG and for the government of any and all of its institutions. The Chancellor's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities..."

Dr. Steve Wrigley is the current Chancellor of the USG.

CONCLUSION

EGSC is governed by the BOR, which has 19 members. The BOR is the legal body with specific authority over EGSC. The BOR exercises fiduciary oversight of EGSC. The presiding officer of the BOR and all of its members are free from any contractual, employment, personal or familial interest in EGSC. The BOR is not controlled by a minority of its members or by any entity separate from it. The EGSC president does not preside over the BOR.

Sources

-  BOR Overseeing USG
-  EGSC President-Job Description May 31 2019
-  Georgia Attorney General Opinion 2004-07
-  Georgia Attorney General Opinion 2004-07
-  Georgia State Constitution Article VIII Sec IV Board of Regents
-  OCGA 20-3-31 - Board of Regents General Powers
-  OCGA 45-10-1 Code of Ethics for Government Service
-  OCGA 45-10-22 Public Officials-Powers
-  OCGA 45-10-26 Annual Disclosure
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 11)
-  USG BOR Bylaws (Page 14)
-  USG BOR Bylaws (Page 5)
-  USG BOR Bylaws (Page 6)
-  USG BOR Bylaws (Page 8)
-  USG BOR Meeting Agenda 1-9-2019
-  USG BOR Meeting Minutes 1-9-2019
-  USG BOR Meeting Minutes 5-14-2019 (Page 2)
-  USG BOR Meetings Archive -Minutes and Agenda
-  USG BOR Meetings and Agenda
-  USG BOR Minutes_2019_11
-  USG BOR Policy 1.2 Chancellor
-  USG BOR Policy 2.6 Presidential Authority and Responsibilities
-  USG BOR Policy 8.2.18.1 Ethics
-  USG BOR Policy 8.2.18.2 Conflict of Interest and Commitment
-  USG Board of Regents _ Members
-  USG Chancellor Webpage (Page 2)

4.2.a

Mission Review

The governing board:

- a. ensures the regular review of the institution's mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The Board of Regents (BOR) is the governing board of the University System of Georgia (USG) and its institutions. The BOR sets the mission of each institution, periodically reviews institutional missions and reviews and approves institutional requests for change in mission. (See USG Academic and Student Affairs Handbook, 1.5 Institutional Function and Mission) BOR policy ensures that EGSC's strategic planning process includes a review of institutional mission and USG mission. (See BOR Policy 2.9 Institutional Effectiveness: Planning and Assessment)

GOVERNING BOARD AND POLICY SET STANDARDS FOR INSTITUTIONAL MISSION

The establishment of the BOR as the governing board of EGSC is described in the response to Principle 4.1. The BOR sets the institutional mission of each USG institution, including EGSC, using select criteria so that institutional mission is in alignment with BOR mission.

"The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. **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.**"

(Emphasis added) (See BOR Policy 2.8, Institutional Mission)

In determining the mission and function of each institution, the following criteria are evaluated by BOR:

- The level at which the institution will operate;
- The types of educational degree programs to be offered;
- The cost of attending the institution (student tuition and fees);
- The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and
- The extent to which the institution engages in teaching, research, and service.

(See BOR Policy 2.8, Institutional Mission)

The BOR has classified EGSC as an "Associate Dominant-Select Bachelor's State College." (See BOR Policy 2.8 Institutional Mission) The classification includes specific characteristics:

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally oriented bachelor's degree programs. The select bachelor's programs are focused on specialized academic and economic development program areas

and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

EGSC'S MISSION APPROVED BY GOVERNING BOARD

The mission of EGSC, as stated in EGSC's Strategic Plan FY 2020-FY 2022:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment. (See [EGSC Strategic Plan FY 2020-2022, Page 2](#))

The current mission of EGSC was last revised and approved by EGSC faculty on May 6, 2011 and submitted to and approved by Board of Regents on June 7, 2011. (See [EGC Faculty Meeting Minutes May 6, 2011, USG BOR Minutes June 7, 2011](#)).

EGSC'S REGULAR REVIEW OF MISSION AND STRATEGIC PLANNING

The EGSC mission and vision statements guide its ongoing strategic planning process. EGSC's Strategic Plan encompasses a rolling three-year cycle. EGSC engages in the regular review of its mission and vision statements and makes appropriate revisions, based on institutional priorities, at its annual Strategic Planning Meeting. (See [Agenda for EGSC Strategic Planning Meeting July 23, 2018](#)) (See [EGSC Strategic Planning Update Meeting Memo from President](#))

This annual review includes alignment of institutional goals with the USG Strategic Plan and the Governor's Complete College Georgia Initiative (See [USG Strategic Plan 2024](#)). EGSC's institutional goals are 1) college completion goal aimed at academic excellence and degree completion; 2) economic development goal focused on initiatives and degree programs to prepare students to contribute to the communities in which they live and work; and 3) innovative performance centered on cost control measures to deliver high quality instruction. The annual Strategic Planning session focus on the development of strategies and tactics for each goal which are then incorporated into the revised Strategic Plan. (See [EGSC Strategic Plan FY 2020-FY 2022, Page 1](#)).

GOVERNING BOARD'S REGULAR REVIEW

The BOR reviews the institutional mission of each USG institution as part of the USG's periodic strategic planning process, and also reviews each institution's mission upon request of the institution to revise its mission and/or function. Institutions may, after engaging in strategic planning that is in alignment with USG's strategic plan, submit proposed revisions to its mission and function. Any change to the institution's mission or function must contain specific supporting documentation and be approved by BOR. Guidelines are provided to inform institutions of the procedures for requesting a revision to mission only and for requesting a revision to mission and functional sector. (See [BOR Academic & Student Affairs Handbook 1.5 Institutional Function and Mission](#)).

Since EGSC's last decennial review in 2011 and following approval by BOR to offer its first baccalaureate degree on June 7, 2011, EGSC requested and was granted a level change to state college status. (See [BOR Minutes p 42, USG State College Status Approval Press Release 6-7-11, USG Chancellor EGC State College Status 6-8-2011](#)) EGSC's Bachelor of Science degree

in Biology was approved by SACSCOC in December 2011 and Level II status approved by SACS COC in July 2013.(See [SACSCOC EGSC Level II Approved 7-10 2013](#))

The BOR Policy also establishes a process for the creation and elimination of academic programs and for periodic review of all academic programs. (See [BOR Policy 3.6, Creation and Elimination of Academic Programs](#)). That policy specifically requires a review of the appropriateness of all programs to the institution's mission. (See [BOR Policy 3.6.3 Comprehensive Academic Program](#)). Accordingly, each time an academic program is reviewed, the institution's mission is a critical part of the review.

In addition, the USG has been undergoing a process of consolidation of institutions over a period of years from 2012 to present. During that period, the number of USG institutions has been reduced from 35 to 26. (See [USG News Release Regents Approve Principles for Consolidation of Institutions, November 8, 2011](#)). As the BOR regularly reviews institutions for consolidation and applies these principles, review of the mission of each USG institution is inherent in the process.

PUBLICATION OF THE MISSION

The mission statement is published on the [President's Office webpage](#) under the heading "Mission, Vision, Accreditation, and Strategic Plan," in the [EGSC Statutes \(page 5\)](#), [the EGSC 2019-20 Catalog \(page 7\)](#), and in the [Strategic Plan FY 2020-FY 2022 \(page 2\)](#).

CONCLUSION

The BOR sets the mission of each institution, including EGSC, and thereafter periodically reviews all institutional missions. Institutions may propose a change in mission and function to the Board for consideration. EGSC, in turn, reviews its mission at its annual strategic planning retreat to ensure that its strategies and goals align with its mission and the mission of USG.

Sources

- [BOR 3.6.3 Comprehensive Program Review Policy](#)
- [BOR Policy 2.9 Institutional Effectiveness: Planning and Assessment](#)
- [BOR Policy 3.6, Creation and Elimination of Academic Programs](#)
- [EGC Faculty Meeting Minutes 5-6-2011](#)
- [EGSC 2019-20 Catalog CAB 2-21-20 \(Page 7\)](#)
- [EGSC Mission Statement Webpage](#)
- [EGSC President's Off Webpage](#)
- [EGSC Statutes 2-20-20 \(Page 5\)](#)
- [EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020](#)
- [EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 \(Page 2\)](#)
- [EGSC Strategic Planning Meeting Agenda 7-23-18](#)
- [EGSC Strategic Planning Update Meeting Memo from President](#)
- [SACSCOC EGSC Level II Approved 7-10 2013](#)
- [USG ASA Handbook 1.5 Institutional Function and Mission](#)
- [USG BOR Policy 2.8 Institutional Mission](#)
- [USG BoR Meeting Minutes 6-7-2011](#)
- [USG BoR Meeting Minutes 6-7-2011 \(Page 41\)](#)

-  USG BoR Meeting Minutes 6-7-2011 (Page 42)
-  USG Chancellor EGC State College Status 6-8-2011
-  USG News Release Regents Approve Principles for Consolidation of Institutions
November 8 2011
-  USG News Release Regents Approve State College Status 6-7-2011
-  USG Strategic Plan 2024

4.2.b**Board/Administrative Distinction**

The governing board:

- b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The Bylaws of the Board of Regents (BOR) and the BOR Policy Manual clearly establish and define the policy making duty of the Board. The East Georgia State College (EGSC) Employee Handbook, EGSC Statutes, and Faculty Senate Bylaws recognize this policy making role of the BOR, the supremacy of the BOR policies and the role of the college administration and faculty to administer and implement that BOR policy.

CLEAR AND APPROPRIATE DISTINCTION BETWEEN BOARD'S POLICY MAKING FUNCTION AND RESPONSIBILITY TO ADMINISTER/IMPLEMENT

The BOR is the governing board of the University System of Georgia (USG) and its 26 member institutions. The BOR Policy Manual describes the grant of authority from the Georgia Constitution to the Board, the role of the Board and the purpose and contents of the manual in the overview section of the Policy Manual:

The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia ("USG") and all USG institutions. The Board exercises and fulfills its constitutional obligations, in part, by promulgating rules and policies for the governance of the USG and its constituent units. The purpose of this Policy Manual is to collect, organize, publish, and otherwise make publicly available the directives and policies of the Board.

(See [Board of Regents Policy Manual-Overview](#))

The Chancellor is the chief executive officer of the USG and the BOR. BOR Policy 1.2.1 describes the Chancellor's duties to execute those policies:

The Chancellor shall be responsible to the Board for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the order and operation of the entire USG and for the government of any and all of its institutions. The Chancellor's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities. The Chancellor is authorized to delegate or re-delegate all approvals and actions as designated by The Policy Manual (BoR Minutes, July 2007).

The Chancellor shall be the regular channel through which policies of the Board of Regents shall be announced. The heads of USG institutions shall not make any announcements of the Board's policies until so authorized by the Chancellor.

(See [BOR Policy 1.2.1 System and Board Responsibilities](#))

The BOR Bylaws further state the relationship between the BOR, the Chancellor and USG institution presidents concerning policy making and implementation. The BOR Bylaws indicate

that the Chancellor "shall be the Chief Executive Officer of the University System of Georgia and, as such, shall be empowered by and responsible to the Board for the prompt and effective execution of all policies adopted and directives issued by the Board for the order and operation of the USG and its institutions." The BOR Bylaws further state that the Board of Regents, through its committees, reviews, revises and establishes policy and the Chancellor executes BOR policy.

5.1 Duties of the Board and its Committees - In General

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. The Board is responsible for establishing policy and exercising fiduciary oversight of the University System of Georgia. The Chancellor is responsible for executing Board policy.

(See Bylaws of the Board of Regents, Sections 4.7, 5.1)

The Bylaws of the BOR then clearly designate the President of each institution as the person responsible to carry out the Chancellor's directives.

6. Heads of Institutions of the University System

The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor or his/her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor.

(See Bylaws of Board of Regents, Section 6)

RESPONSIBILITY OF ADMINISTRATION AND FACULTY TO ADMINISTER/IMPLEMENT

The EGSC Statutes describe EGSC's organizational relationship with the BOR and the authority under which the college operates:

ARTICLE I.

THE COLLEGE

Section A. Nature of the Institution

East Georgia State College (the College) is a state college within the University System of Georgia.

The College is subject to the general jurisdiction of the Board of Regents and the Chancellor of the University System and shall exercise all authority conferred upon it by the Board of Regents. The term "Board of Regents," as used in these statutes, shall mean the Board of Regents of the University System of Georgia and its executive officer, the Chancellor.

(See EGSC Statutes 02-20-2020 page 5)

The EGSC Faculty Senate bylaws also recognize the BOR's role in policy making

I. MISSION

1. Powers and Duties

1.1 Subject to the laws of the State of Georgia, the regulations of the Board of Regents, and the Statutes of East Georgia State College, the Faculty Senate shall function in an advisory capacity directly to the President of the College, as the official representative of the Faculty in regard to all matters of import to the Faculty or any other matters which the President brings before it.

Policy-related duties of the Faculty Senate include, "...to study, discuss, and recommend institutional objectives, policies, and procedures; ...to review and introduce changes in policy..."

(See Faculty Senate Bylaws, Page 2)

The EGSC Employee Handbook further recognizes the policy making authority of the BOR and the parameters within which the institution's policy and policy implementation must reside:

Per Board of Regents policy, East Georgia State College policy must fall within the minimum standards set forth in the Bylaws and Policies of the Board of Regents. However, as permissible by the Board of Regents, East Georgia State College policy may be stricter than Board of Regents policy provided that the resulting policy does not violate Board of Regents policy, Bylaws, or state or federal law. In the absence of an East Georgia State College Policy, the applicable Board of Regent's policy shall govern.

(See EGSC Employee Handbook, page 1)

EXAMPLES OF DISTINCTION BETWEEN POLICY MAKING AND ADMINISTRATION/IMPLEMENTATION

One of the major policy initiatives of the USG since 2011 has been Complete College Georgia. This was established by the BOR as a matter of policy in 2011. See Minutes College Completion Plans Approval November 8-9, 2011; and Media Release entitled "Regents Approve College Completion Plan" dated November 9, 2011. Each USG institution, including EGSC, implements that policy and prepares and transmits an annual Complete College Georgia Campus Plan update to the USG. See the Completion Resources for Complete College Georgia on the USG website. All of EGSC's annual updates are posted on that site demonstrate how EGSC administration and faculty have implemented BOR policy. The Agenda and Minutes of each BOR meeting are published on the USG Chancellor's webpage. EGSC administration, staff and faculty then implement that policy. Two additional recent examples of EGSC's implementation of BOR Policy are provided.

- At its May 14, 2019 meeting, (See USG BOR Meeting Minutes 05-14-2019) the BOR approved a new policy requiring institutions to perform an evaluation of each proposed vendor's on-campus activities to determine if a vendor background check is required, using the BOR standards set forth in the new policy. The BOR policy was adopted in response to a USG criminal background check audit which revealed that vendor evaluation was not routinely performed by USG institutions. As part of the audit, each institution was required to revise their procedures to follow BOR policy. To implement BOR policy, EGSC coordinated the efforts of the EGSC Business Office and Legal Affairs to add the vendor evaluation step to the existing EGSC contract review process. The BOR policy requires, that if the vendor's proposed activity warrants a criminal background check, that EGSC obtain from the vendor's certification of criminal background check on its employees assigned to campus and that the vendor contract
















contain certain procedural protections. EGSC's contract review process was amended to include the vendor evaluation by EGSC Legal Counsel. When it is determined that a certification from the vendor is needed, EGSC Legal Counsel so indicates on the contract routing form and sends it to the EGSC Business Office. EGSC Business Office is responsible for obtaining the signed Vendor Certification Form which contains the required contractual protections.















- Another example of BOR policy making is the new USG BOR Policy 10.4 Cybersecurity. At its April 16-17, 2019 meeting (See USG BOR Meeting Minutes 4-16-2019, page 4), the BOR approved a new policy requiring institutions to identify a cybersecurity officer, conduct cybersecurity training for users and submit a cybersecurity incident plan and program plan to USG for approval. During FY 2019, the college secured a full time Information Security Officer (ISO) by promoting an internal IT staff member who had been performing such tasks. This staff member also obtained additional IT and cybersecurity training and certifications. The college submitted its Cybersecurity Program Plan and Cybersecurity Incident Response Plan to USG. The Cybersecurity Incident Response Plan has been approved and the Cybersecurity Program Plan is scheduled for review prior to December 31, 2019. EGSC conducts cybersecurity awareness training during October – Cybersecurity Awareness Month.

CONCLUSION

The BOR's roles and responsibilities as a policy making board are clearly defined in its Bylaws and Policy Manual. Similarly, the role of the Chancellor in executing policy and the role of the President of EGSC in policy administration and policy implementation are also clearly stated in the same sources. The BOR Meeting Minutes and the Chancellor's Policy Letters illustrate how policy is presented, adopted and disseminated to institution Presidents. In the examples cited above, BOR's policy making role is evident, while the policy-making role of EGSC is similarly evident.

Sources

-  Board of Regents Meeting Minutes College Completion Plans Approval November 8-9, 2011
-  EGSC Employee Handbook 3-26-19
-  EGSC Employee Handbook 3-26-19 (Page 6)
-  EGSC Faculty Senate Bylaws 2-7-20 (Page 2)
-  EGSC Policy Email to VP ASA 11-20-2018
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC Prior Learning Assessment Policy
-  EGSC Statutes 2-20-20 (Page 5)
-  EGSC Vendor-mandatory-cbc-terms-and-certification-form
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 10)
-  USG BOR Bylaws (Page 11)
-  USG BOR Bylaws (Page 13)
-  USG BOR Bylaws (Page 15)
-  USG BOR Bylaws (Page 6)

-  USG BOR Bylaws (Page 7)
-  USG BOR Bylaws (Page 9)
-  USG BOR Meeting Minutes 11-13-2018
-  USG BOR Meeting Minutes 4-16-2019 (Page 4)
-  USG BOR Meeting Minutes 5-14-2019
-  USG BOR Policy 1.2 Chancellor
-  USG BOR Policy 10.4 Cybersecurity
-  USG BOR Policy 3.2.3 Faculty Meetings Rules and Regulations
-  USG BOR Policy 7.7.5 Background Checks Requirement - Vendors
-  USG BOR Policy Manual Overview
-  USG BOR Webpage
-  USG Chancellor's Policy Letter - Academic Credit - 11-19-2018
-  USG News Release Regents Approve College Completion Plan November 9, 2011
-  USG News Release Regents Approve Principles for Consolidation of Institutions
November 8 2011

4.2.c

CEO Evaluation/Selection

The governing board:

- c. selects and regularly evaluates the institution's chief executive officer.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The governing board of East Georgia State College (EGSC) is the Board of Regents (BOR) of the University System of Georgia (USG). The BOR selects the presidents of its member institutions, including EGSC. The Chancellor of the USG then conducts an annual evaluation of each president, including the president of EGSC, discusses that evaluation with the BOR, and the BOR then determines whether to reappoint the president for an additional term.

BOARD SELECTION OF PRESIDENTS

BOR Policy 2.1 provides, in part, that:

The Board of Regents shall elect the presidents of University System of Georgia (USG) institutions for a term of one year, which will be extended until the Board acts either to reappoint the President for the remainder of a one-year term or chooses not to reappoint the President, as contemplated in Board Policy. All appointments will be made expressly subject to Board of Regents' policies and the Chancellor shall notify the presidents of the Board's decision.

(See BOR Policy 2.1 Election of Presidents by Board of Regents)

The process for selection of presidents is typically a multi-step process outlined in BOR Policy beginning with a determination by the Chancellor and Board of whether a national search will occur. When a national search is indicated, the Chancellor designates an institutional search committee comprised of faculty, staff, students, alumni, EGSC Foundation, and community members. For state colleges, the Chancellor names a faculty member to serve as chair. The institutional search committee must submit three to five finalists to the Regents Special Committee for consideration. A Regent residing closest to the institution will also be appointed to the Regents Special Committee. (See BOR Policy 2.2 Selection of Presidents for USG Institutions.) The BOR then makes the final selection of the institution's president. The BOR also has the prerogative to appoint a President without a national search if it determines that such an appointment is in the best interests of the institution and the USG.

The most recent EGSC Presidential search began with the Chancellor's appointment of Robert G. Boehmer as Interim President effective January 1, 2012 (See USG Chancellor's EGSC Interim President Appointment Letter dated 11-15-2011) The BOR chose not to conduct a national search and appointed Robert G. Boehmer EGSC President on November 14, 2012. He continues in that role.

(See USG News Release dated November 14, 2012)

REGULAR BOR EVALUATION OF THE PRESIDENT'S PERFORMANCE

The BOR regularly evaluates the presidents of each institution. BOR Policy 2.3 Performance Assessments of Presidents provides that the evaluation of USG presidents is an on-going process "...which consists of open communication between the Chancellor and the President on individual and institutional goals and objectives and methods and processes used to achieve them." Presidential evaluations are, as discussed more fully below, an integral part of the annual appointment renewal process for each President.

The Chancellor's role in the evaluation of presidents is based on the fact that all USG presidents report directly to the Chancellor. BOR Bylaws 4.7 and 6 provide: (See BOR Bylaws 4.7 and BOR Bylaws 6)

- The Chancellor shall be the Chief Executive Officer of the University System of Georgia and the Board of Regents and, as such, shall be empowered by and responsible to the Board for the prompt and effective execution of all policies adopted and directives issued by the Board for the order and operation of the USG and its institutions. The Board shall elect the Chancellor.

The president of each institution in the University System shall be the executive head of the institution and all of its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor and his/her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor.

As a result of this direct reporting on each USG president to the Chancellor, evaluation of the EGSC President by the Chancellor occurs annually in conjunction with consideration for renewal of the appointment. These annual evaluations are then discussed by the Chancellor with the BOR and utilized by the BOR in determining whether to reappoint the president. Reappointment letters are for fiscal year terms while reappointment decisions and salary increases are based on prior academic year performance.

In FY 2016, under former Chancellor Hank Huckaby, all presidents participated in a 360 Evaluation. EGSC President Boehmer's 360 Evaluation Report dated January 4, 2016 is attached. The report results were shared with President Boehmer and, as a routine follow-up for all USG Presidents, a Professional Development Plan was developed and reviewed with the Chancellor in the President's February 26, 2016 Performance Evaluation meeting. The President was reappointed by the BOR for FY 2017.

In recent years, the president's performance evaluation process was further developed by the new Chancellor Steve Wrigley. For FY 2018, the Chancellor implemented new presidential evaluation procedures to include institutional goal setting for the fiscal year aligned with USG strategic plan and initiatives as well as a comprehensive performance evaluation of the President every three years. Prior to the performance evaluation, the Chancellor's office sends a memorandum to all USG Presidents setting goals for evaluation in advance of the scheduled evaluation, requesting a report on the fiscal year goals and a response deadline. The President sends a response report to the Chancellor, and the response report is discussed at the President's evaluation meeting with the Chancellor. The comprehensive performance evaluation (every three years) includes a campus visit and meeting with campus groups with a report and feedback provided to the President. The comprehensive performance evaluation serves as the president's performance evaluation during the year that the comprehensive evaluation is conducted.

- EGSC President Boehmer was selected for a comprehensive performance evaluation on October 31, 2017. President Boehmer notified campus constituents of the date and time of the visit inviting them to participate and provide feedback with the goal of continuous





















improvement. See Presidential Evaluation FY 2018 containing Chancellor's Memo to EGSC President, EGSC President's Response, Chancellor's confirmation of campus visit, and President's email to campus constituents that will be interviewed by the Chancellor. The Chancellor provided evaluation results and feedback to the President. See Comprehensive Performance Evaluation Report and On-Site Summary 10/31/17. The EGSC President was reappointed by the BOR for FY 2019.

- In FY 2019, the Chancellor followed the same performance evaluation process as above, sending a Memo to Presidents with a request for institutional goals and progress of prior year goals. EGSC President responded and a performance evaluation meeting with the Chancellor occurred on January 30, 2019. Since the on-campus meeting occurred in 2017, the Chancellor did not seek campus feedback for the EGSC President's performance evaluation. The EGSC President was reappointed by the BOR for FY 2020.
- For FY 2020, the same performance evaluation process began with the Chancellor's Memo to Presidents and EGSC President's response. The EGSC President's FY 2020 performance evaluation meeting with the Chancellor is scheduled for March 18, 2020.

CONCLUSION

In conclusion, the BOR selects EGSC's President. Subsequently, the BOR, through its Chancellor, conducts annual evaluations of EGSC's President. The Chancellor then discusses these evaluations with the BOR, and the results are used by the BOR in making the annual decision concerning the reappointment of the President.

Sources

-  EGSC President 2016 Evaluation Appointment and Professional Dev Plan
-  EGSC President 360 Evaluation January 4 2016
-  EGSC President Comprehensive Performance Evaluation and Campus Visit 10-31-17
-  Presidential Evaluation FY 2018
-  Presidential Evaluation FY 2020
-  Reappointment Letter FY 2017
-  Reappointment Letter FY 2019
-  Reappointment Letter FY 2020
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Bylaws (Page 9)
-  USG BOR Policy 2.1 Election of Presidents by BOR
-  USG BOR Policy 2.2 Selection of Presidents for USG Institutions
-  USG BOR Policy 2.3 Performance Assessments of Presidents
-  USG Chancellor Memo to President Request for Eval Info FY20
-  USG Chancellor's EGSC Interim President Appointment Letter 11-15-2011
-  USG Chancellor's EGSC Interim President Appointment Letter 11-15-2011
-  USG Chancellor's Office- Presidential Evaluations-Request for Info 5-1-2018
-  USG Human Resources Email to President Boehmer 1-25-2019
-  USG News Release-EGSC President Selection 11-14-2012

4.2.d

Conflict of Interest

The governing board:

- d. defines and addresses potential conflict of interest for its members.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

As an agency of the state of Georgia, the Board of Regents (BOR) of the University System of Georgia (USG) and its individual members are subject to rules and regulations pertaining to prohibited conflict of interest as defined in state laws as well as in BOR Bylaws and policies. There are at least seven sections of the Georgia Code and three sections of the BOR Bylaws and BOR Policy Manual that define and prohibit conflicts of interest in substantial detail for members of the BOR who are appointed by the Governor of Georgia to serve on the governing board. BOR members also complete online ethics training programs and annual reports of business dealings involving the USG. These reports are used to monitor compliance. The USG Office of Accreditation Support states there is no record of any BOR member having been removed from the board due to a conflict of interest.

DEFINITIONS OF PROHIBITED CONFLICTS OF INTEREST IN STATE LAW AND BOR BYLAWS AND POLICY

The BOR of the USG is a state of Georgia agency, and its members are considered to be in the service of the state under Georgia law. For persons in service to the state, prohibited conflicts of interest are clearly defined in state law. As Regents of the USG, BOR Bylaws and Policy also prohibit conflicts of interest.

GEORGIA LAW

Official Code of Georgia Annotated (O.C.G.A.), § 45-10-1 **establishes** a Code of Ethics for all persons in government service. This code specifically cites the following principles for the avoidance of conflict of interest:

...V. Never discriminate unfairly by the dispensing of special favors or privileges to anyone, whether for remuneration or not, and never 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...

O.C.G.A. § 45-10-20 establishes that these laws apply to "any person" and "public official" in a manner that includes the members 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.

O.C.G.A. § 45-10-21 is intended to protect the "integrity of all governmental units of this state and of facilitating the recruitment and retention of qualified personnel by prescribing essential restrictions against conflicts of interest in state government". In part, O.C.G.A. § 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 conflicts exist.

O.C.G.A. § 45-10-22 further states:

"It shall be unlawful for any public official who has limited powers, 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, O.C.G.A. § 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 O.C.G.A. § 45-10-26. This is underscored specifically for members of the BOR in O.C.G.A. § 45-10-40 which states:

"No member of the Board of Regents of the University System of Georgia or of the Board of Human Services, 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 or trustees of such institution or any officer of such institution for the sale and purchase of merchandise or 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 or the making of the same is 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."

O.C.G.A. § 45-10-41 cites the potential penalties that members of the BOR face for violating O.C.G.A. § 45-10-40.

BOR BYLAWS AND POLICY

The BOR Bylaws reiterate some additional specific and related restrictions. Section 2, Subsection 2 of the BOR Bylaws states:

“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.”

BOR Bylaws, Section 5, Subsection 2 states:

“Except as permitted in these Bylaws or 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 excerpts from BOR 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 USG, including members of the BOR, must adhere. BOR Policy Manual, Section 8.2.18.1.4, Code of Conduct, specifically states:

“Disclose and avoid improper conflicts of interest.”

To enforce this policy, the Chancellor implemented mandatory training beginning March 31, 2010. This training is administered electronically and is part of a three-pronged approach the USG is taking to enhance compliance with state and federal regulations and to promote ethical conduct by USG faculty, staff, administrators, vendors, contractors, and members of the BOR. A copy of the Ethics Training is found in the USG Office of Accreditation Support letter along with Regent certifications attesting to completion of the training.

Formal disclosure of business dealings of USG employees and BOR members with USG entities is also required in this regard and monitored to ensure compliance. (See Regents Financial Disclosures PDF) The USG Office of Accreditation Support confirmed that no BOR member has been removed as a function of an established conflict of interest. As stated in the above-cited letter from the USG Office of Accreditation Support:






A Regent manages a conflict of interest primarily through recusing him or herself from a vote in which that individual Regent perceives that he or she may have a conflict. A statement to that effect in the course of deliberation is sufficient to comply with the Board Policy.

A sample recusal illustrates a regent recusing himself from vote due to conflict of interest as reflected in the meeting minutes. (See BOR Meeting - Regent Recusal)

CONCLUSION

In conclusion, state law defines and prohibits potential and actual conflicts of interest for BOR members. The BOR, based on that state law, further defines and addresses potential conflicts of interest for BOR members.

Sources

-  BOR Meeting -Regent Recusal
-  OCGA 45-10-1 Code of Ethics for Government Service
-  OCGA 45-10-20 Definitions
-  OCGA 45-10-21 Legislative Intent
-  OCGA 45-10-22 Prohibition on Business Activities with Agency
-  OCGA 45-10-24 Part time Public Officials
-  OCGA 45-10-26 Annual Disclosure
-  OCGA 45-10-40 Conflict of Interest for BOR Members
-  OCGA 45-10-41 Penalty for Conflict of Interest
-  Regents Financial Disclosures PDF
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 11)
-  USG BOR Bylaws (Page 4)
-  USG BOR Meeting Agenda 1-9-2019
-  USG BOR Meeting Minutes and Board Ethics Training 1-9-2019 (Page 2)
-  USG BOR Policy 8.2.18.1 Ethics
-  USG BOR Policy 8.2.18.1 Ethics (Page 2)
-  USG BOR Policy 8.2.18.4 Gratuities (Page 2)
-  USG BOR Real Estate and Facilities Committee Meeting Minutes 8-8-19 (Page 5)
-  USG Office of Accreditation Support Letter COI, Removal and Ethics Policy Training

4.2.e

Board Dismissal

The governing board:

- e. has appropriate and fair processes for the dismissal of a board member.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

Appropriate and fair policies and procedures for dismissal are in place for members of the Board of Regents (BOR) of the University System of Georgia (USG). Justifications for board member dismissal and procedures to assure due process in connection with any dismissal are described in the Bylaws of the BOR, the Official Code of Georgia Annotated (OCGA) and the Constitution of the State of Georgia as described below.

BOR BYLAWS

Section 1, Subsections 4 and 5 of the Bylaws of the Board of Regents states that members may be dismissed for failure to attend meetings. A fair process for dismissing a member of the BOR for failure to carry out their duties is also established by the BOR Bylaws:

4. Attendance

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 the absence for 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 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 the vacancy on the Board, and the Governor shall fill the same.

5. Removal

Upon a recommendation from the Executive and Compensation Committee, the Board of Regents shall consider any situation in which a Regent has not fulfilled his or her duty as set forth in the Board Bylaws, Board Policy and applicable law, and take appropriate action as the board deems necessary to include removal of the Board member.

GEORGIA STATUTES

Similarly, OCGA Section 20-3-26 creates a duty of BOR members to attend meetings and a process for removal, when necessary.

Further, OCGA 45-10-3 establishes a code of ethics for members of state boards. Fair procedures for making charges of violation of that ethical code by a member of a state board, procedures for a hearing about such charges and procedures for removal, when appropriate, are described in OCGA 45-10-4:

Upon formal charges being filed with the Governor relative to a violation of code section 45-10-3 on the part of a member of any board, commission, or authority, the Governor or his designated agent shall conduct a hearing for the purpose of receiving evidence

relative to the merits of such charges. The member so charged shall be given at least 30 days written notice prior to such hearing. If such charges are found to be true, the Governor shall forthwith remove such member from office and the vacancy shall be filled as provided by law.

OCGA 45-10-26 and OCGA 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 a member of the BOR (i.e., an 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 or familial business interests and 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 a civil action brought for the purpose of Board dismissal by the state attorney general.

GEORGIA CONSTITUTION ASSURES FAIR AND APPROPRIATE PROCESSES

The Constitution of the State of Georgia stipulates that "removal from office of the members of the board of regents shall be as provided by law" (Article VIII, Section IV, Paragraph I(f)) . As a result, BOR members, as public officers, are also subject to dismissal for the reasons stated in OCGA 45-5-1 and with due process procedures as 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 or misfortune of the incumbent whereby he is placed in any of the specified conditions of ineligibility to the office;
- (5) By the incumbent ceasing to be a resident of the state or of the county, circuit, or district for which he is elected;
- (6) By failing to apply for and obtain commissions or certificates or by failing to qualify or give bond, or both, within the time prescribed by the laws of the Constitution of the State of Georgia; or
- (7) By abandoning office or ceasing to perform its duties, or both.

(b) Upon the occurrence of a vacancy in any office of 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 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 this subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.












POLICY IMPLEMENTATION

The USG Office of Accreditation Support has confirmed that no BOR member has been dismissed for any reason. (See USG Office of Accreditation Support Board COI, Removal and Ethics Policy Training 11.01.19)

CONCLUSION

BOR Bylaws, Georgia Statutes and the Georgia Constitution establish appropriate and fair processes for the dismissal of a BOR member.

Sources

-  Georgia State Constitution Article VIII Sec IV Board of Regents
-  OCGA 20-3-26 Duty of Members to Attend Meetings
-  OCGA 45-10-26 Annual Disclosure
-  OCGA 45-10-28 Penalties
-  OCGA 45-10-3 Code of Ethics for Board Members
-  OCGA 45-10-4 Code of Ethics and Hearing Process
-  OCGA 45-5-1 When Offices Vacated
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 2)
-  USG BOR Bylaws (Page 3)
-  USG Office of Accreditation Support Board COI, Removal and Ethics Policy Training
110119

4.2.f

External influence

The governing board:

- f. protects the institution from undue influence by external persons or bodies

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The governing board of East Georgia State College (EGSC) is the Board of Regents (BOR) of the University System of Georgia (USG). The BOR is established by the Georgia Constitution. The BOR's powers and duties are then made explicit by the statutes of the state of Georgia. Finally, the BOR has adopted Bylaws and Policies which ensure its operation in a manner consistent with the Constitution and statutes of the State of Georgia. This entire structure ensures that the BOR operates under the broad umbrella of laws, regulations, policies, and procedures protecting the BOR from a wide range of potential undue influence. This includes, but is not limited to, protection from undue political and religious interference, and domination by other external bodies. See Article VIII, Section IV, Paragraph I of the Constitution of the State of Georgia, Official Code of Georgia Annotated (O.C.G.A. 20-3-21, O.C.G.A. 20-3-31, and O.C.G.A. 20-3-53, and the Bylaws of the Board of Regents, Section 1, Subsection 2 (collectively giving the governing board independence and exclusive authority over the government, control, and management of the USG, including EGSC, thus preventing undue influence on EGSC from political, religious, and other external bodies).

The BOR's constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph I (c) 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.

Further, the structure of the BOR itself provides protection from undue external influence. 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 BOR's composition ensures that interests of the entire state are represented in the affairs of the USG. The seven-year terms of BOR members are staggered, thus assuring representation that crosses different gubernatorial administrations. Per BOR Bylaws, members serve until their successors are appointed and qualified. The annual rotation of the chairmanship of the BOR Meetings also minimizes the potential for control by a minority of the members. The BOR Bylaws, Section 5, Subsection 2, states that no individual Board member has the authority to commit the Board to a particular action. BOR Bylaws, Section 3, Subsection 4, states that a majority of the members of the Board is needed to constitute a quorum for the transaction of business.

Other state laws have been erected to prevent conflicts of interest that may result in undue external influence. As stated in O.C.G.A. Section 45-10-21(a):

(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 such conflicts of interest and establish appropriate ethical standards with respect to the conduct of elected officials and government employees in situations where conflicts exist.

For example, O.C.G.A. Section 45-10-24, prohibits part-time public officials with state-wide powers from transacting business with any state agency, including their own. O.C.G.A. Section 45-10-26 requires annual disclosure of transactions by state employees with state agencies. The Code of Ethics for government service contained in the O.C.G.A., Section 45-10-1, also prohibits such conflicts of interest. Additionally, Georgia's Ethics in Government Act Section 21-5-50 requires all public officials 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.

As an open records and open meetings state, undue influence is less likely to materialize under such public and media access to the operations of the BOR, the USG, and its member institutions.

As a state college in the State of Georgia under the control of the BOR, EGSC operates under the same or similar laws, regulations, policies, and procedures protecting EGSC from the same types of undue influence.

In addition to this over-arching structure, the BOR has taken affirmative action to protect its member institutions, including EGSC, from undue influence. As stated in the BOR Policy Manual:

The Board of Regents is unalterably opposed to political interference or domination of any kind in the affairs of any University System of Georgia (USG) institution.

(See BOR Policy Manual, Section 6.4)

In addition to the above-described structure of law and policy to protect the BOR and its member institutions from undue influence, the BOR utilizes a structured process of orientation and annual trainings to assure that these requirements of law are understood and enforced. See the November 1, 2019 letter to EGSC from the USG Director of Accreditation Support comprehensively describing these activities.

































No evidence of undue external influence has been documented to exist in recent decades as evidenced by a letter from the BOR of the USG, dated November 1, 2019.

(See USG Office of Accreditation Support Letter COI, Removal and Ethics Policy Training Packet 110119)

CONCLUSION

An over-arching structure of state law protects the BOR itself, and its member institutions from undue external influence. In turn, the BOR, through its bylaws, policies, practices and training further protects EGSC from undue influence by external persons or bodies.

Sources

-  EGSC Political Activities Policy CAB 5-22-2018
-  Georgia State Constitution Article VIII Sec IV Board of Regents
-  OCGA 16-10-2 Crimes and Offenses
-  OCGA 20-3-21 Powers and Duties
-  OCGA 20-3-31 - Board of Regents General Powers
-  OCGA 20-3-53 Authority to Make Allocations
-  OCGA 21-5-50 Filing Financial Disclosures
-  OCGA 45-10-1 Code of Ethics for Government Service
-  OCGA 45-10-21 Legislative Intent
-  OCGA 45-10-24 Part time Public Officials
-  OCGA 45-10-26 Annual Disclosure
-  OCGA 45-10-3 Code of Ethics for Board Members
-  OCGA 45-10-40 Conflict of Interest for BOR Members
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 11)
-  USG BOR Bylaws (Page 5)
-  USG BOR Meeting Minutes 1-9-2019 (Page 2)
-  USG BOR Meeting Minutes 1-9-2019 (Page 5)
-  USG BOR Meeting Minutes 11-13-2018 (Page 5)
-  USG BOR New Board Member Orientation 5-11-2018
-  USG BOR New Regents Orientation 1-10-2018
-  USG BOR Policy 6.14.1 Use of Institutional Facilities and Property in Political Campaigns
-  USG BOR Policy 6.14.2 Use of Facilities and Property-Unaffiliated Outside Parties
-  USG BOR Policy 6.19 Business Enterprises
-  USG BOR Policy 6.2 Use of Institution Names Symbols Trademarks
-  USG BOR Policy 6.4 Political Interference
-  USG BOR Policy 8.2.18.1 Ethics
-  USG BOR Policy 8.2.18.1 Ethics (Page 2)
-  USG BOR Policy 8.2.18.2 Conflict of Interest and Commitment
-  USG BOR Policy 8.2.18.3 Political Activities
-  USG BOR Policy 8.2.18.4 Gratuities
-  USG Office of Accreditation Support Letter COI, Removal and Ethics Policy Training Packet 110119

4.2.g

Board Self-Evaluation

The governing board:

- g. defines and regularly evaluates its responsibilities and expectations.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The Board of Regents (BOR) of the University System of Georgia (USG) is the governing board for East Georgia State College (EGSC). The BOR, through its own Bylaws, clearly defines its responsibilities and expectations. As discussed in detail below, the BOR regularly evaluates those responsibilities and expectations in multiple ways.

BOR POLICY MANDATING SELF EVALUATION

First, the BOR took formal action in January 2018 to revise its Bylaws to include an explicit requirement for the BOR's regular self-assessment. This was done in order to assure further and continued compliance of the governing board with SACSCOC requirements for board self-evaluation. That new section 5.6 of the BOR Bylaws reads:

5.6 Self-Assessment

The Board of Regents is responsible for defining and regularly evaluating its responsibilities and expectations through a process established by the Executive and Compensation Committee. The Chancellor or Chancellor's designee shall compile any requested data in furtherance of this review.

The USG Chancellor and his staff, with the concurrence of the Executive and Compensation Committee of the BOR, next developed a timetable and format for regular annual BOR self-assessment. In compliance with BOR Bylaw 5.6, the Chancellor designated the Office of the Vice Chancellor for Organizational Effectiveness as the unit within the University System Office which would compile any requested data in furtherance of the BOR's self-evaluation review.

The BOR's 2018 self-evaluation was initiated by the Chair of the BOR in October 2018. His letter dated October 30, 2018 to BOR members called for their self-evaluations of the principal areas of BOR responsibilities and operations to be turned in before or on the date of the BOR's November meeting. Those BOR member self-evaluations were summarized, discussed and evaluated by the BOR Executive and Compensation Committee at the November 13, 2018 BOR meeting. A list of recommended actions came out of the 2018 BOR self-evaluation for improving the BOR's operations and the fulfillment of its responsibilities and expectations. The committee's recommendations were taken to the BOR for its review and approval at the January 9, 2019 BOR meeting. The chairmanship of the BOR changes every January. As a result, the new BOR chair for 2019 has added those approved recommendations to the chair's agenda for 2019. A written report of the BOR's completed self-evaluation for 2018 entitled, "Results and Supporting Documentation of the Board's 2018 Self-Evaluation," was prepared by the Office of the Vice Chancellor for Organizational Effectiveness.

The BOR conducted its 2019 evaluation during the November 12, 2019 Board meeting. (See BOR Meeting Minutes 11/12/19) The 2019 evaluation report was distributed at the January 8, 2020 BOR meeting. (See BOR Meeting Minutes 1/8/20 and See BOR Board Self-Assessment:

Results Report 2019) The 2018 self-evaluation and the 2019 self-evaluation provide examples of the BOR's long history of evaluating itself in multiple ways and its ongoing effectiveness and striving to achieve continuous improvement in its operations going forward. Other examples are provided below.

BOR HISTORY OF SELF EVALUATION

In addition to this process for self-assessment, as now mandated by its Bylaws, the BOR of the USG has a long history of evaluating and changing in response to those evaluations as discussed in more detail below.

The 2018 SACSCOC Resource Manual states:

"Good institutional governance requires that the board systematically asks itself 'How are we doing?' 'What are we doing?' 'Are we as effective as a board as we can be?'"

As discussed below, the BOR has consistently asked these kinds of questions and acted in response to those questions for many years.

SELF-EVALUATION THROUGH THE USG STRATEGIC PLANNING PROCESS

Over the past twenty years, the BOR has understood the importance of having a regularly updated and revised strategic plan and goals for advancing the success of the USG and its member institutions. Identifying and working toward the achievement of such strategic imperatives have been vital to the BOR's effective oversight and management of the USG. As one example, the immediately preceding USG Strategic Plan and Public Agenda, University System of Georgia, 2013-2018 reflects the governing board's extensive self-evaluation of the changes needed in the direction and operation of the USG and its member institutions to adequately address the public's contemporary agenda and priorities for higher education. As another example, an updated strategic plan, known as USG Strategic Plan 2024, was recently adopted by the BOR. See USG Strategic Plan 2024 attached.

The 2013–2018 Strategic Plan was approved in August 2013 by the BOR. (See BOR Meeting Minutes August 13-14, 2013). At that time, Chancellor Hank Huckaby stated:

"We are in a 'new normal' when it comes to public higher education," Chancellor Hank Huckaby said. "The old days and old ways of structuring, funding and advancing higher education are gone and will not return. Our responsibility as higher education leaders in Georgia is to seize the day and ensure the University System is structured and focused in ways that serve state needs and above all, serves students well."

(See USG Strategic Plan News Release 8-14-13)

Upon the adoption of this new strategic plan, Chancellor Wrigley stated:

"The University System of Georgia's Strategic Plan 2024 will shape the impact USG has on our state for the next four years and beyond. That makes it one of the most important things we do, not only for our success but our students.

The challenges and opportunities we face in the coming years make the plan imperative. The following pages represent our strategy about how best to succeed for the benefit and advancement of Georgia."

(See November 13, 2019 Message from the Chancellor in Strategic Plan 2024, page 4)

The USG's new Strategic Plan 2024 has four new goals:

- Goal 1 - Student Success: We will increase the degree completion through high-quality and lifelong academic options, focused learning and elimination of barriers to access and success for all Georgians.
- Goal 2 - Responsible Stewardship: We will ensure affordability for students by containing costs and optimizing efficiency across the system.
- Goal 3 - Economic Competitiveness: We will advance Georgia through investing in world-class research and equipping students with marketable skills, knowledge and experience.
- Goal 4 - Community Impact: We will work with our communities to improve quality of life.

(See [USG Strategic Plan 2024, p. 13](#))

The USG is already actively implementing Strategic Plan 2024. As one example, one of the strategic initiatives identified in Strategic Plan 2024 is the redesign of the General Education Curriculum. (See [USG Strategic Plan 2024, p. 20](#)). The USG has already implemented a process to redesign general education in response to that strategic initiative. (See [USG, Redesigned General Education, A New Curriculum for a New Time](#))

SELF-EVALUATION BY MANAGING THE STRUCTURE OF THE USG

The history of EGSC's transition from a two-year junior college to a four-year state college is a prime example of the evolution that has occurred in public higher education in Georgia over the past sixty years as a result of continual self-evaluation by the BOR. This evolution has required the BOR's regular self-evaluation of the effectiveness of the USG's institutional structure and the subsequent management of changes needed in that structure. It has also required the BOR to revisit and modify the authorized mission and functional categories of USG institutions quite regularly, including EGSC's mission and functional category.

The consolidation of USG institutions, which has taken place since 2013, is another example of a fundamental change in the structure of the USG which has occurred as a result of continual self-evaluation of the BOR. Prior to 2013, 35 member institutions composed the USG. Today, as a result of the BOR's regular annual self-evaluations of potential efficiencies in the structure of the system, as stated in its guiding principles, nine pairs of institutions have undergone successful institutional consolidations between 2013-2018, and there is now a more efficient set of 26 member institutions in the USG. (See [USG Guiding Principles Campus Consolidations](#))

The BOR's bold initiative that began in 2012 to pursue the consolidation of eight institutions in the USG is one that is definitely in keeping with the USG's 2013-2018 Strategic Plan. (See media release entitled "[Eight USG Institutions Recommended for Consolidation](#)" dated January 5, 2012). Prior to 2012, consolidations were not "business as usual," but they have become so in the USG since then. As a result of the BOR's continuing self-evaluation of how to best structure the USG in the most efficient manner to benefit the public agenda in Georgia, board decisions to consolidate institutions continue to emerge (See [BOR Minutes, January 11, 2017](#)).

SELF-EVALUATION THROUGH COMPREHENSIVE ADMINISTRATIVE REVIEW

Perhaps the best example of continuous self-evaluation by the BOR is the Comprehensive Administrative Review (CAR) Process launched at the April 2017 BOR meeting. (See [USG White Paper, Comprehensive Administrative Review](#))

EGSC has completed its CAR. (See [EGSC Comprehensive Administrative Review Action Plan Response July 19, 2019](#)). This completion of the CAR process is consistent across USG institutions. As evidence of action taken as a result of this CAR process, institution specific information about the CARs for all 26 USG institutions is presented on the USG webpage. (See [USG Comprehensive Administrative Review Webpage](#))

SELF EVALUATION THROUGH SUPPORT OF STUDENT SUCCESS INITIATIVES

The BOR's Complete College Georgia initiative is an ongoing governing board directive in support of student success. (See [USG press release, Regents Approve College Completion Plan](#)). It promotes an increased institutional commitment to improving student retention, progression and graduation. It, too, closely aligned with the priority initiatives expressed in the USG's strategic plan.
















The BOR's focus on improving RPG (retention, progression and graduation-i.e., student success) was a goal of the USG's previous strategic plan and has been enhanced under the current USG strategic plan. Institutions are now required to submit to the chancellor annual reports of progress and plan strategy for improving RPG on their campuses. EGSC's annual Complete College Georgia Plans for 2016, 2017, 2018 and 2019 are provided in the supporting documentation. (See EGSC's Complete College Georgia Plans for [2016](#), [2017](#), [2018](#), and [2019](#)) EGSC's initiatives for improving RPG include restructured advising; advisors emphasized full time course loads for on-time degree completion, implementation of DegreeWorks and national initiatives targeted at improving course success rates, such as Gateways to Completion.















CONCLUSION

In summary, the BOR defines its responsibilities and expectations clearly in its bylaws. The BOR has put in place a bylaw to require regular self-assessment. It has, in fact, carried out the assessment regularly.

In addition, the BOR has a long history of self-assessment as evidenced by its comprehensive, regularly updated strategic planning progress, its management of the structure of the USG and its recent completion of a Comprehensive Administrative Review process encompassing all 26 USG institutions.

Sources

-  BOR 2018 Board Self-Evaluation Report
-  BOR 2019 Board Self Assessment
-  BOR Executive and Compensation Committee Chair Letter 10-30-18 - Copy
-  BOR Executive and Compensation Committee Minutes 11-13-2018
-  BOR Meeting Minutes 1-8-20
-  BOR Meeting Minutes 11-12-19
-  BOR Meeting Minutes August 13-14 2013
-  EGSC Complete College Georgia Campus Update Report 2019
-  EGSC Complete College Georgia Plan 2016
-  EGSC Complete College Georgia Plan 2017
-  EGSC Complete College Georgia Plan 2018
-  EGSC Comprehensive Administrative Review Action Plan Response 7-19-19
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Meeting Minutes 1-11-2017

-  USG BOR Meeting Minutes 1-9-2019 (Page 5)
-  USG BOR New Regents Orientation 1-10-2018
-  USG Comprehensive Administrative Review Webpage
-  USG Comprehensive Administrative Review White Paper
-  USG Guiding Principles Campus Consolidations
-  USG Press Release Eight USG Institutions Recommended for Consolidation
-  USG Press Release Regents Approve College Completion Plan
-  USG Redesigned General Education A New Curriculum for a New Time Webpage
-  USG Strategic Plan 2013-18
-  USG Strategic Plan 2024
-  USG Strategic Plan 2024 (Page 13)
-  USG Strategic Plan 2024 (Page 20)
-  USG Strategic Plan 2024 (Page 4)
-  USG Strategic Plan News Release 8-14-13

4.3

Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College's (EGSC) governance structure is not a multi-level governance system. EGSC's governing board, the Board of Regents of the University System of Georgia, retains sole legal authority and operating control. This standard is not applicable to EGSC.

5.1

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) is part of the University System of Georgia (USG) and is governed by the policies of the Board of Regents (BOR) of the USG. As specified by the policies of the USG and BOR Bylaws, each institution within the USG is required to have a president. The president is "the executive head of the institution and all of its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution." Each institution president, including EGSC's president, is appointed by the BOR. See BOR 2.6.1 Presidential Authority and Responsibilities and BOR Bylaws Section 6.

EAST GEORGIA STATE COLLEGE'S CEO

President Robert G. Boehmer became EGSC's chief executive officer on January 1, 2012 (See USG November 11, 2011 press release). He was introduced as Interim President at the BOR meeting on January 10, 2012, (see Minutes from 1-10-2012 BOR Meeting Page 2). Following this interim appointment, he was appointed as President on November 14, 2012. (See USG press release, Boehmer Named President of EGSC). Before joining EGSC, Dr. Boehmer served as Associate Provost for Academic Planning at the University of Georgia (UGA), also a member institution of the USG, and was also UGA's liaison to the Southern Association of Colleges and Schools (SACSCOC) and a Trustee of SACSCOC.

EGSC'S PRESIDENTS' PRIMARY RESPONSIBILITY IS TO EGSC

The authority and responsibility of USG institution presidents are described in the BOR Bylaws (See BOR Bylaws Section 6). This authority and responsibility are reiterated, and more detail is provided in the BOR policy on presidential authority and responsibilities as stated below:

2.6 Presidential Authority and Responsibilities

2.6.1 Executive Head of Institution

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution.

The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor. (Emphasis added)

2.6.2 Ex-Officio Faculty Chair

The President shall be the ex-officio chair of the faculty and a member of all faculties and other academic bodies within the institution. The President may preside at faculty meetings. The President may call meetings of any council, senate, assembly, committee, or governance body at his or her institution at any time, may chair the governance body, and may preside at the meetings. The President shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The President may veto any act of any council, faculty, or committee of his or 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.

The President shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, committee, or governance body and the Chancellor.

2.6.3 Personnel Policies

The President is responsible for the initial appointment of faculty members and administrative employees of each institution and the salary and all promotions of those employees. The President may reappoint faculty members and administrative employees except as otherwise specified in this Policy Manual. The President may accept the resignation of any employee of his or her institution on behalf of the Board of Regents.

The President may grant leaves of absence for members of the faculty for study at other institutions or for such reasons as the President may deem proper.

The President shall make such reports as required from time to time to the Board, through the Chancellor, of the condition of the institution under his or her leadership.

2.6.4 Agreements

The President may execute, accept, or deliver, on behalf of the Board of Regents, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his or 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 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, which are 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;
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; and,
5. Any agreements necessary for the day-to-day operation of the institution.

2.6.5 Delegation of Authority and Responsibilities

The President may delegate his or her authority and responsibilities under Board of Regents' Policy unless expressly prohibited by the Board of Regents.

The EGSC Statutes, Article II, Section C, also support the BOR bylaws and policies concerning the duties and responsibilities of the President:

Section C. Duties of President

The President shall be elected by the Board of Regents, 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 of Regents and the Chancellor. The President shall be a member of the faculty and ex officio Chair of the Faculty Senate and may preside at its meetings. The President shall be the official medium of communication between faculty and the Chancellor and between any council, senate, assembly, or other such bodies of the College and the Chancellor;

Shall have a suspensive veto power over all legislation of the President's Cabinet and Faculty Senate or other legislative bodies of the College;

In addition to the standing committees described in these statutes, shall have power to appoint special committees to advise and assist in planning and administration of the College;

Shall have the power to make initial appointment of faculty members and administrative employees, establish the salary of each, approve all promotions, and make all reappointments of faculty members and administrative employees, except as otherwise specified in these Statutes;

Shall have the right and authority to grant leaves of absence and extensions of such leaves for members of the faculty for study at other institutions or for such reasons as the President may deem proper. The President shall report such leaves to the Chancellor when required by policies of the Board of Regents. The President shall obtain approval of the Chancellor or his designee whenever such approval is required by policies of the Board of Regents;

Shall accept or allow his or her designee to accept on behalf of the Board the resignation of any employee of his/her institution;

Shall coordinate the preparation of the annual budget and the annual report of the College for presentation, through the Chancellor, to the Board of Regents;

Shall have such other and further powers, duties, and responsibilities as set forth in policies and procedures of the Board of Regents. (Emphasis added)

In keeping with above BOR Bylaws and Policies, and EGSC Statutes, EGSC's chief executive officer is the President of the College, Robert G. Boehmer, and his principal responsibility to the institution is further defined in his position description (See EGSC President's Job Description 5-31-2019). The President is appointed by the BOR and reports to the Chancellor of the USG, Dr. Steve Wrigley (See EGSC Organizational Chart). The Chancellor of the USG is the chief administrative officer of the USG as well as the chief executive officer of the BOR.

PRESIDENT'S INVOLVEMENT WITH COOPERATIVE AGENCIES

As it relates to ensuring EGSC's success as a collaborative community partner, President Boehmer participates actively on the boards of several cooperative agencies as his time allows: the EGSC Foundation, the Magnolia Midlands Board of the Georgia Youth Science Technology Center (GYSTC), which is housed at the Fulford Community Learning Center on EGSC's main campus, and the Central Savannah River Area Regional Educational Service Agency (RESA), a

board comprised of school superintendents, principals, and university/college presidents within the service region.


















President Boehmer is most active serving as a voting ex-office member of the East Georgia State College Foundation Board of Trustees, as evidenced by the [EGSC Foundation Bylaws Article VII, B, page 3](#). The President regularly meets with the Foundation trustees to provide updates on College operations and to discuss measures to increase financial support for the institution. Attendance and participation in other community activities are typically in conjunction with EGSC's participation with various outreach efforts.

The above roles with cooperative agencies are not the principal and primary responsibility of EGSC's President. They are compatible with his responsibilities as President of EGSC. They are unpaid activities supporting the mission of the college which pose no conflicts of interest with his primary employment position as CEO of EGSC.

CONCLUSION

EGSC has a CEO: Robert G. Boehmer, President. His primary responsibility is to EGSC.

Sources

-  CSRA Regional Educational Service Agency Webpage
-  EGSC Foundation Inc. Amended By Laws 2-20-20
-  EGSC Foundation Inc. Amended By Laws 2-20-20 (Page 3)
-  EGSC Foundation Webpage
-  EGSC Foundation Webpage
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC President-Job Description May 31 2019
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 6)
-  Magnolia Midlands GYSTC Webpage- Board Members
-  President Boehmer- Curriculum Vitae
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Meeting Minutes 1-10-2012
-  USG BOR Policy 2.6 Presidential Authority and Responsibilities
-  USG News Release-EGSC President Selection 11-14-12
-  USG November 11, 2011 press release

5.2.a

CEO Control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- a. the institution's educational, administrative, and fiscal programs and services.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College's (EGSC) President, as EGSC's Chief Executive Officer (CEO), has ultimate responsibility for, and exercises appropriate control over, EGSC educational, administrative and fiscal programs and services, as delegated by the University System of Georgia's (USG) Board of Regents (BOR).

**EGSC PRESIDENT HAS ULTIMATE RESPONSIBILITY FOR AND CONTROL OVER EGSC'S
EDUCATIONAL, ADMINISTRATIVE AND
FISCAL PROGRAMS AND SERVICES**

The responsibility and control of the president of each USG institution is clearly stated in BOR policy:

"The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor."

(See BOR Policy 2.6 Presidential Authority and Responsibilities. (See also BOR Bylaws, Section 6, page 13)

Additionally, the EGSC Statutes, Article II, page 6 clearly define the responsibility and control of the President, as follows:

"The President shall be elected by the Board of Regents, shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promotion 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 of Regents and the Chancellor. The President shall be a member of the faculty and ex officio Chair of the Faculty Senate and may preside at its meetings. The President shall be the official medium of communication between faculty and the Chancellor and between any council, senate, assembly, or other such body of the College and the Chancellor;

Shall have a suspensive veto power over all legislation of the President's Cabinet and Faculty Senate or other legislative bodies of the College;

In addition to the standing committees described in these statutes, shall have power to appoint special committees to advise and assist in planning and administration of the College;

Shall have the power to make initial appointment of faculty members and administrative employees, establish the salary of each, approve all promotions, and make all reappointments of faculty members and administrative employees, except as otherwise specified in these Statutes;

Shall have the right and authority to grant leaves of absence and extensions of such leaves for members of the faculty for study at other institutions or for such reasons as the President may deem proper. The President shall report such leaves to the Chancellor when required by policies of the Board of Regents. The President shall obtain approval of the Chancellor or his designee whenever such approval is required by policies of the Board of Regents.

Shall accept or allow his or her designee to accept on behalf of the Board the resignation of any employee of his/her institution;

Shall coordinate the preparation of the annual budget and the annual report of the College for presentation, through the Chancellor, to the Board of Regents;

Shall have such other and further powers, duties, and responsibilities as set forth in policies and procedures of the Board of Regents.”

(See EGSC Statutes, Article II, Section C, page 6)

EGSC’S PRESIDENT EXERCISES APPROPRIATE CONTROL OVER ALL PROGRAMS AND SERVICES

Evidence of the President's exercise of appropriate control of programs and services is found in regular and routine updates by the President to the USG and the BOR; attendance at monthly USG BOR meetings; and an annual budget presentation to the USG to substantiate fiscal operations of the College. See, for example, the role of the President in EGSC's annual budget hearing with the USG for FY20 Budget:

- Email Transmittal from EGSC President to University System of Georgia Budget Office 10/23/18
- EGSC FY20 Budget Hearing Questions for USG– compiled and approved by President

Further evidence of the President’s appropriate control is found in EGSC’s Organizational Chart, as well as in the job descriptions for the President’s direct reports. Job descriptions for the President’s direct reports can be viewed in the Narrative Response to Standard 5.4.

The EGSC President holds regular monthly meetings with each administrator directly reporting to the President. Agendas are prepared and maintained for each of the above monthly meetings with the President. See Monthly Meeting Agenda for the Vice President for Information Technology as an example.

In addition to these regular individual meetings with direct reports, the President holds regular (usually monthly) meetings with all senior staff and with the President’s Cabinet. See recent meeting agenda examples: EGSC President’s Cabinet Meeting Agenda December 2019 and EGSC Senior Staff Meeting Agenda January 2020. A publication entitled *Bobcat Spot Plus* is distributed by EGSC’s communications coordinator to update all faculty and staff about matters discussed at senior administrator meetings. See EGSC Bobcat Spot Plus January 2020.

Beyond this organizational structure, there is evidence that the President exhibits ultimate control over educational, administrative, and fiscal programs and services. When such matters go to the BOR for review and approval, the proposed actions are routinely “at the request of” the President of the institution. EGSC has proposed new educational programs and continuance

of mandatory student fees (noted below). The BOR agenda describing those actions notes those items "at the request of" EGSC's President.

Academic program proposal: Bachelor of Arts in Fire and Emergency Services Administration

- Board of Regents October 14, 2014 Agenda Item 3 requested by President Boehmer
- Board of Regents October 14, 2014 Minutes- approval of academic program proposal

Request to Change College Name to Align with Mission Change

- Board of Regents May 8, 2012 Agenda

Academic program proposal: Bachelor of Science RN-BSN Bridge Program

- Board of Regents May 10, 2016 Agenda Item 4- requested by President Boehmer
- Board of Regents May 10, 2016 Minutes – approval of academic program proposal


Finally, the President's role as CEO includes a diverse range of involvement which ensures the College's success. The President's activities and links to articles and news releases include:

- Collaborating with other institutions to meet student's needs: MOU with Georgia Southern University and Augusta University;
- Presiding and conferring degrees at Commencement (Fall 2017);
- Presenting the Annual State of the College Address;
- Presiding over the monthly President's Cabinet meeting and Senior Staff meeting;
- Leading annual Strategic Planning meeting with senior leadership (See EGSC Strategic Planning Meeting Agenda 7/31/19);
- Organizing and leading a Staff Leadership Development Program;
- Conducting annual budget planning meetings with all College unit heads and directors (See EGSC President's Memo to EGSC Unit Head about the Budget Meeting 2019, as an example);
- Attending student, campus and community events;
- Presenting at EGSC's annual two-week "College Readiness Bus Tour" recruitment trip to area high schools;
- Meeting regularly with local government officials and state legislators;
- Presenting to high schools, professional higher education associations, EGSC graduation, EGSC Fall Workshop, College Readiness Tour, EGSC Foundation and Student Orientation as noted on the President's Presentations webpage; and
- Hosting student, faculty and staff groups for dinner at his home.

CONCLUSION

BOR policy and the EGSC Statutes clearly grant ultimate responsibility for and control over EGSC's educational and administrative programs and services to EGSC's president. EGSC's President, as demonstrated by examples above, exercises that control in an appropriate manner.

Sources

-  BOR Agenda May 8, 2012 Request to Change Name
-  BOR Agenda October 14. 2014 Fire and Emergency Services Degree Proposal
-  BOR May 10. 2016 Agenda RN-BSN bridge Proposal
-  BOR May 10. 2016 Minutes RN-BSN Bridge Approval
-  BOR Minutes October 14. 2014 Fire and Emergency Services Degree Program Approval
-  College Readiness Tour - Southeast Bulloch High
-  EGSC - Augusta University MOU
-  EGSC - Georgia Southern University MOU
-  EGSC Bobcat Spot Plus Newsletter January 2020
-  EGSC Graduation 12-09-2017
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC President Email Transmittal of Budget to USG 10-23-18
-  EGSC President Presiding over Graduation 12-09-2017
-  EGSC President's Cabinet Meeting Agenda December 2019
-  EGSC President's Memo to Unit Head on Annual Budget Meeting Instructions 2019
-  EGSC Presidential Presentations
-  EGSC Senior Staff Meeting Agenda January 2020
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 6)
-  EGSC Strategic Planning Meeting Agenda 7-31-2019
-  FY20 Budget Hearing Questions for USG Discussion 10-23-18
-  Monthly Meeting Agenda for Vice President for Information Technology November 2019
-  President Boehmer gives Annual State of the College Address
-  Staff Leadership Development Program News 10-12-18
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Policy 2.6 Presidential Authority and Responsibilities

5.2.b

Control of Intercollegiate Athletics

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- b. the institution's intercollegiate athletics program.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The President of East Georgia State College (EGSC) has ultimate responsibility for, and exercises appropriate control over, EGSC's intercollegiate athletics program in accordance with the University System of Georgia (USG) policies.

EGSC PRESIDENT HAS ULTIMATE RESPONSIBILITY FOR INTERCOLLEGIATE ATHLETICS

The **Board of Regents (BOR) Policy Manual, 4.5.3, Delegation of Authority** states:

"The President of each USG institution is assigned ultimate responsibility and authority for the operation, fiscal integrity, and personnel of the institution's athletics program, including appointment and supervision of the athletics director or directors. Each President is also responsible for ensuring that the institution's athletics program is in compliance with all applicable federal and state laws, in compliance with the regulations of any athletic conference affiliation, and that the mission, values, and goals of the athletics program are compatible with those of the institution." [Emphasis Added].

Additionally, the President, as EGSC's Chief Executive Officer, has ultimate authority over all College administrative and financial operations, as delegated by the USG Board of Regents (BOR) Policy 2.6.1 Presidential Authority and Responsibilities and the BOR Bylaws, Section 6, Heads of Institutions of the University System.

This responsibility of the President for control of EGSC's intercollegiate athletics program is incorporated clearly into the organizational structure of EGSC. As evidenced by EGSC's Organizational Chart, the Director of Athletics reports directly to the President and is a member of the President's Cabinet. See EGSC Statutes, Article II, Section B, page 6.

Further, the President's job description, the Athletic Director's job description and the Athletic Department organizational chart provide evidence of the structure and reporting relationships relating to EGSC's intercollegiate athletics program. (See President's position description, Supervising and Management Responsibility Section - President has direct supervision of Athletics Director; Also, see Athletics Director position description, Supervising Controls Section - President assigns Athletic Director's work). The hiring letter directly from the President to the Athletic Director indicates the broad scope of the duties of the EGSC Athletic Director concerning the college's athletics program. As indicated above, the president directly supervises the athletic director in all of that work.

In addition, the Athletics Committee, a standing committee of the President chaired by the Athletics Director, serves in an advisory role to the President. See EGSC Statutes, Article V, Section C.7, page 15.

As demonstrated through the EGSC Athletic Program's Philosophy, as posted on the EGSC webpage, all athletic staff support the integrity and well-being of the program. Also, this statement emphasizes the Athletic Department's clear understanding that strict adherence to BOR policy (see above) is expected.

"East Georgia State College offers an educational program whereby students are provided opportunities to develop intellectually, physically, socially, and morally within the purposes of the institution. The athletic program of the college supports these values and recognizes them as guiding principles. We feel that athletic participation offers inherently beneficial values to individuals and can have a positive influence on persons with regard to cooperation, responsibility, fair play, loyalty, tolerance and respect for authority. Participation in sports also provides the student-athlete the opportunity to develop courage, understanding, sportsmanship, mental alertness, discipline and leadership in a stimulating, competitive situation.

We assure that our intercollegiate athletic programs will be conducted in a manner designed to protect and enhance the educational and physical welfare of the student-athlete. A major goal of the Department of Athletics is to help student-athletes realize the full potential of their athletic abilities while also increasing their intellectual capabilities and providing them a meaningful opportunity to grow as an individual. The department will not compromise its commitment to educate and graduate its student-athletes.

East Georgia State College Athletics is committed to delivering intercollegiate athletic programs that are consistent with the College's mission and that generate the trust and support of its various constituencies. The goal of the department is to field teams that compete successfully against other institutions while exemplifying the missions which guide East Georgia State College. **The department is committed to conducting its programs in strict adherence to the policies, rules and regulations established by the College Administration, Board of Regents, the National Junior College Athletics Association (NJCAA) and the Georgia College Athletic Association (GCAA).**" [Emphasis Added].

Again, the President has the responsibility to oversee the Athletic Director in attaining the above goals.

EGSC'S PRESIDENT EXERCISES APPROPRIATE CONTROL OVER INTERCOLLEGIATE ATHLETICS

The President meets with each individual direct report to the President on a regular monthly basis. An agenda is prepared for each meeting in advance. The President's monthly meeting agenda with the Athletic Director includes discussion of the athletics budget, status of compliance items and deadlines, fundraising, strategic plan, and general administrative matters. The monthly meeting enables the President to track the status of various compliance and budget matters. See sample Agenda - Athletics Monthly Meeting with President November 2019. In addition to the above regular monthly meetings with the President, the Athletic Director provides regular updates to keep the president informed from month to month. See the [Athletics Monthly Report Summary for December 2019](#).

The President exercises control over intercollegiate athletics through oversight of athletic sanctioning body compliance (GCAA, NJCAA), EGSC's athletic academic advisement and USG fiscal responsibilities. Responsibility for athletic compliance items is delegated to the Athletic Director, but the President monitors compliance due dates and reviews and revises compliance reports as necessary.

All NJCAA Letters of Intent/Scholarship Agreement forms are sent to the President for final review and approval. (See [NJCAA Letters of Intent/ Scholarship Agreement](#) examples, one for

each sport offered at EGSC) A file is maintained in the President's Office of all letters signed by the President. A similar process is followed for all NJCAA Release Agreements/Transfer Waivers. The preparation of the annual EGSC Athletics Activity Report and Five Year Business Plan FY 2020-24 is the result of the coordinated efforts of the Athletic Director and Vice President for Business Affairs. The final report is approved by the President prior to submission to the USG. The report was recently revised by USG to add a five-year business plan and financials. (See EGSC FY19 Athletic Financials and Five Year Business Plan FY 2020-24) The annual Equity in Athletics Disclosure Report is prepared by the Athletic Director and after review and approval by the President, is submitted electronically to the USG.

An Academic Advisement Plan for Athletics was adopted by the President's Cabinet on May 23, 2017. This plan was developed following a directive from the President requesting that a specific written plan be put in place to assure appropriate control over this critical academic area. The plan is managed by the Assistant Director of the Learning Commons for Military Resource Center and Academic Advisement. (See position description) Following adoption of the Academic Advisement Plan by Cabinet, the President sent an email to Academic Affairs leadership directing that this plan be implemented for Academic Year 2017-18. See President's Email to VPAA and Deans April 5, 2017.

The Athletic Department periodically prepares/updates a strategic plan for athletics. This plan must drive athletics toward the institution's strategic goals. (See 2017-2021 EGSC Athletics Strategic Plan) This strategic planning process for Athletics was initiated in 2014 at the direction of the President. (See January 1, 2014 email from President to Athletic Director and Coaches)

The President exercises ultimate control over the EGSC Athletics budget. EGSC's budget process requires each unit head to submit a proposed budget with priorities and justifications for proposed increases to the President and Vice President for Business Affairs. The President and Vice President for Business Affairs meet with the unit heads to review and discuss the proposals. The Athletic Director is responsible for submitting the proposed Athletics Budget to the President and Vice President for Business Affairs. See the Athletic Department Proposed Budget Materials for 2019-20 submitted in advance of the May 6, 2019 budget meeting with the Athletic Director. The President, Athletic Director and Vice President for Business Affairs review and finalize the EGSC Athletics Budget according to unit and institutional priorities. This process ensures adequate oversight of the athletic budget by the President. As indicated in the FY20 Budget Narrative submitted to USG, athletics operates on a very tight budget and "expenditures are monitored closely in an attempt to ensure that the athletic department continues to operate in a fiscally responsible manner." The President monitors the athletics budget through at least monthly meetings with the Athletic Director and the Vice President for Business Affairs.

The president prepares annual performance evaluations for all direct reports. (See 2017 calendar year performance evaluation of Athletic Director and 2018 calendar year performance evaluation of the Athletic Director) The 2019 calendar year performance evaluation has not yet been prepared (due 4/1/2020).































In anticipation of the performance evaluation, each direct report is required to submit annual evaluation goals and accomplishments. (See Annual Evaluation Goals and Accomplishments for Athletic Director Charles Wimberly)

The Athletic Director also formulates unit goals that support the institution's overall goals and completes an annual assessment of the athletic program. (See the most recent Administrative Unit Assessment Plan Outline for Athletics) All senior administrators are asked to periodically review and sign a statement about the President's expectations of them. Attached is the Expectations of Senior Administrators form signed by the Athletic Director in 2018.

CONCLUSION

The policies of the BOR and the Statutes of EGSC give EGSC's President the ultimate responsibility for EGSC's intercollegiate athletic program. As evidenced by the examples cited above, the President of EGSC exercises that control on a regular and ongoing basis and in an appropriate manner.

Sources

-  Annual Evaluation Goals and Accomplishments Athletic Director Wimberly
-  Athletic Department Proposed Budget Materials 2019-20
-  Athletic Director Hiring Letter and Duties
-  Athletic Monthly Report Summary- December 2019
-  Athletics - Administrative Unit Assessment Plan Outline 2017-2018
-  EGSC Academic Advisement Plan for Athletics - 5-12-2017
-  EGSC Athletic Department - Program Philosophy
-  EGSC Athletics Committee
-  EGSC Athletics Organizational Chart CAB 1-27-20
-  EGSC Athletics Strategic Plan 2017-2021
-  EGSC FY19 Athletics Activity Report and Five Year Business Plan 2020-24
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC Position Description Athletic Director (2)
-  EGSC Position Description Assistant Director of Learning Commons for Military Resource Center and Athletic Advisement 7.2.18
-  EGSC President 4-5-2017 Letter to VPAA and Deans on Academic Advisement Plan for Athletes Beginning AY 2017-28
-  EGSC President Email to Athletic Director and Coaches 1-1-14
-  EGSC President-Job Description May 31 2019
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 15)
-  EGSC Statutes 2-20-20 (Page 6)
-  Equity in Athletics Disclosure Report 2018
-  Expectations of Senior Administrators - Wimberly
-  FY20 Budget Hearing Questions for USG Discussion 10-23-18
-  NJCAA Letters of Intent & Scholarship Agreement Redacted
-  Performance Evaluation 2017 Athletic Director Wimberly
-  Performance Evaluation 2018 Athletic Director-Wimberly -
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Policy 2.6 Presidential Authority and Responsibilities
-  USG BOR Policy 4.5.3 Delegation of Authority - Athletics

5.2.c

Control of Fund-raising Activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- c. the institution's fund-raising activities.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The president of EGSC has ultimate responsibility for and exercises appropriate control over East Georgia State College's (EGSC) fundraising activities. The 2018 SACSCOC Resource Manual explicitly states that **this principle relates to "internal institution fundraising and not independently, separately incorporated entities."** At EGSC, internal fundraising consists almost entirely of the ongoing process of seeking an adequate level of state funding and tuition revenue. **External fundraising, in contrast, is managed through the East Georgia State College Foundation, Inc.**, a separately incorporated non-profit Georgia corporation. That external fundraising, as directed by the SACSCOC Resource Manual, is **addressed in section 5.3** of this compliance certification.

EGSC'S PRESIDENT HAS ULTIMATE RESPONSIBILITY FOR INSTITUTIONAL FUND-RAISING

The EGSC president, as EGSC's Chief Executive Officer, has ultimate responsibility for all EGSC's administrative and financial operations, as delegated by the University System of Georgia's Board of Regents (USG BOR) Policy 2.6.1 Presidential Authority and Responsibilities and the BOR Bylaws, section 6, Heads of Institutions of the University System. The responsibility for supervising and administering all phases of College operations, including its fund-raising activities, clearly falls within the scope of that delegated authority.

The organizational structure of EGSC reaffirms the ultimate authority of EGSC's president for its internal fundraising activities. The Statutes of EGSC provide:

"Section C. Duties of the President.

The President shall be elected by the Board of Regents, shall be the executive head of the institution, 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 of Regents and the Chancellor.

Shall coordinate the preparation of the annual budget and the annual report of the College for presentation, through the Chancellor, to the Board of Regents."

(See EGSC Statutes, Section II.C.)

Further, EGSC's President's Job Description states:

"In addition to any duties described in section 2.6 of the Board of Regents Policy Manual, the President shall:

- Oversee the actions of subordinate professionals who manage the college's budget services in budget development and expenditure control activities; recommends and approves appropriate priorities.
- Approve and make recommendations for special events designed to raise funds for the college..."

In addition, the President's Job Description states that the President has direct supervision over both the Vice President for Business Affairs and the Vice President for Institutional Advancement. (See administrative organizational charts for the Office of the President and the Office of Institutional Advancement and the Office of Business Affairs) Those charts indicate that both the Vice President for Institutional Advancement and the Vice President for Business Affairs report directly to the President.

The Vice President for Business Affairs is responsible for the preparation of financial reports including the institution's annual budget. (See Vice President for Business Affairs Position Description) The Vice President for Institutional Advancement is responsible to "develop and execute strategic goals and plans for Institutional Advancement." (See Vice President for Institutional Advancement Position Description)

EGSC'S PRESIDENT EXERCISES APPROPRIATE CONTROL OVER EGSC'S INTERNAL FUND-RAISING ACTIVITIES

EGSC is funded primarily through tuition, fees and auxiliary revenues, and by a state allocation in an amount determined each year by the BOR. Following a lump-sum allocation by the legislature to the University System of Georgia (USG), the Chancellor requires each institution to submit a budget proposal. The President has direct oversight of the college's preparation of that budget proposal and primary responsibility for management of EGSC's annual budget allocation request. The process consists of submission of EGSC's budget proposal and a subsequent budget hearing with the Chancellor of the USG that is attended by the EGSC President and senior administrators.

The funding process begins with a letter from the USG Office to the EGSC President requesting completion of the annual budget template. The President then assigns specific sections of the budget document to respective senior administrators. The President oversees the process of completion of the template. The President submits the completed budget template to the USG and the USG schedules a budget hearing. The President leads the EGSC budget presentation at the hearing. In April of each year, the USG notifies EGSC of its budget allocation amount.

The steps in this internal fundraising process are documented below for two fiscal years; FY 2021 budget process is under way and EGSC's budget hearing with the Chancellor scheduled for March 18, 2020. EGSC's allocation will be determined in April 2020.

FY 2020 Budget Process Documentation

USG Letter to President with Budget Template September 9, 2018

EGSC President Submission of Completed Budget Template October 23, 2018

EGSC President Email to Senior Administrators on Budget Hearing January 2, 2019

USG Notice to EGSC of FY 2020 Allocation April 16, 2019

FY 2021 Budget Process Documentation

USG Letter to President with Budget Template September 12, 2019

EGSC President Email to Senior Administrators September 16, 2019

EGSC President Submission of Completed Budget Template November 20, 2019




















USG Notification to EGSC of Budget Hearing Date March 18, 2020

CONCLUSION

In conclusion, BOR policy and the EGSC Statutes give the EGSC President ultimate responsibility for internal fundraising activities of EGSC. That internal fundraising consists primarily of managing EGSC's ongoing process of seeking an adequate level of state support. As demonstrated by the above examples, EGSC's President exercises appropriate and regular control over that internal fundraising process.

(See section 5.4 of this compliance certification for a discuss of the control of EGSC's president over external fundraising)

Sources

-  EGSC Business Affairs Org Chart as of 2 1 2020
-  EGSC Institutional Advancement Organizational Chart CAB 1-27-20
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC Position Description Vice President for Business Affairs 02-01-2020
-  EGSC Position Description Vice President for Institutional Advancement 1-31-2018
-  EGSC President Email Transmittal of Budget to USG 10-23-18
-  EGSC President- Job Description 5-31-2019
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 8)
-  FY 2020 President Email to Senior Administrators on Budget Hearing January 2, 2019
-  FY 2020 USG Letter to President with Budget Template September 9, 2018
-  FY 2020 USG Notice to EGSC President of State Allocation Amount April 16 2019
-  FY 2021 EGSC Budget Hearing Notification
-  FY 2021 EGSC Budget Narrative Submitted to USG November 20 2019
-  FY 2021 EGSC President Assignment of Budget Questions to Senior Administrators September 16 2019
-  FY 2021 USG Letter to EGSC President with Budget Template September 12 2019
-  USG BOR Bylaws
-  USG BOR Bylaws (Page 13)
-  USG BOR Policy 2.6 Presidential Authority and Responsibilities

5.3

Institution-related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- a. the legal authority and operating control of the institution is clearly defined with respect to that entity.
- b. the relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
- c. The institution demonstrates that (1) the chief executive officer control any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

There is only one entity organized separately from East Georgia State College (EGSC) which is formed primarily for the purpose of supporting EGSC and its programs: The East Georgia State College Foundation, Inc. (EGSC Foundation).

As discussed in detail below:

- (a) The legal authority and operating control of EGSC is clearly defined with respect to the EGSC Foundation;
- (b) The relationship of the EGSC Foundation to EGSC and the extent of any liability arising from that relationship are clearly and formally defined in writing;
- (c) The fundraising activities of the EGSC Foundation are defined in a formally written manner which assures that those activities further EGSC's mission.

(a) Legal authority and operating control of EGSC Foundation is clearly defined

The legal authority of the EGSC Foundation was originally defined when the EGSC Foundation was established as a Georgia non-profit corporation. According to its original Charter, the corporation was established primarily for the purpose of supporting EGSC and its programs through several methods, including fund raising. It was originally incorporated as the Emanuel County Junior College Foundation, Inc., to promote and support the development of Emanuel County Junior College, now known as East Georgia State College. See [Charter of Emanuel County Junior College Foundation Inc.](#)

The name of the Foundation was changed to the East Georgia College Foundation, Inc. and later to the East Georgia State College Foundation, Inc. (See [Certificate of Amendment 4-28-89](#) and [Certificate of Amendment 12-13-12](#)).

The current EGSC Foundation is a 501(c)3 entity. (See [EGSC Foundation IRS Determination letter Regarding 501\(c\)3 status](#). It is a Georgia non-profit corporation in good standing. (See [EGSC Foundation Inc. Annual Registration 2020](#))

The mission statement of the EGSC Foundation makes it clear its primary role is to support EGSC:

The Foundation **exists to promote East Georgia State College** (The College) and improve higher education in the state of Georgia with particular emphasis on the development of the College. The Foundation shall aid the College in fulfilling its multifaceted mission and in its efforts to achieve educational excellence. The Foundation primarily accomplishes this mission by providing leadership in obtaining the resources needed to attain college goals and through responsible stewardship of funds and other assets entrusted to the Foundation. (Emphasis added)

(See EGSC Foundation Bylaws Amended February 20, 2020)

In addition to clear legal authority, the operating control of the EGSC Foundation is clearly defined in several instruments. First, BOR Policy 6.17.1 includes entities such as the EGSC Foundation within the definition of "cooperative organizations." The Policy then establishes operating standards for those cooperative organizations.

An organization is a cooperative organization under BOR Policy if it:

1. Is organized or operated primarily:
 - For the purpose of soliciting gifts or assisting the University System of Georgia (USG) or a USG institution in soliciting gifts from third persons in the name of the USG institution or any of the institution's programs; or,
 - For soliciting grants and contracts or accepting grants or entering into contracts for research or services to be performed by or in conjunction with a USG institution or using the institution's facilities;
2. Bills or collects professional fees in the name or of on behalf of a USG employee who provides professional services within the scope of their employment by the institution;
3. Includes, officials, faculty, staff or employees of a USG institution as ex officio members of the organization's board of directors or other governing structure; or

Is formally designated as a cooperative organization by the Board of Regents, the Chancellor, or by the President of the relevant USG Institution. The Board of Regents, the Chancellor, or the President of the relevant USG Institution may designate certain cooperative organizations that are required to follow the Regents' Guiding Principles for Cooperative Organizations.

Organizations which are cooperative organizations must comply with the USG's Guiding Principles for Cooperative Organizations. Those guiding principles require that a cooperative organization's mission be "closely aligned with the mission, functions and activities of the institution it supports." Further, the guiding principles state:

...2. It is the responsibility of the cooperative organization to support the institution at all times in a cooperative, ethical and collaborative manner, engage in activities in support of the institution and its president, and where appropriate, to assist in securing resources, administer assets and property in accordance with donor intent, and manage its assets and resources so that the property, resources and funds hold their purchasing power into the future.

3. The priorities of the institution, as set by the president, shall be integrated into the operation, activities, efforts and priorities of the Cooperative Organization.

4. The Cooperative Organization's Board and Executive Committee shall include the institution's president or the president's designee as a voting member.

Institutional officers designated by the president shall also be included on the Cooperative Organization's Board and its committees...to foster and maintain productive relationships, to ensure open and on-going dialogue...and to ensure the alignment of priorities. The volunteer chair/president of the Cooperative Organization shall have direct access to the institutional president ... (Emphasis added)

(See USG Guiding Principles for Cooperative Organizations)

In addition to the above standards set by BOR Policy, the EGSC Foundation has adopted bylaws which further define the legal authority and operating control of EGSC with respect to the EGSC Foundation.

The EGSC Foundation bylaws indicate the inclusion of the President and other institutional officers on the EGSC Foundation Board of Trustees:

ARTICLE VII. BOARD OF TRUSTEES

A. General Powers

The affairs of the Foundation shall be managed by its Trustees.

B. The Board of Trustees of this Corporation shall consist of at least 15 but not more than 27 elected members plus three voting, ex-officio members as follows:

1. President, East Georgia State College;
2. Vice President, Business Affairs, East Georgia State College; and,
3. Vice President for Institutional Advancement, East Georgia State College.

(See EGSC Foundation Inc Bylaws Amended February 20, 2020)

The President of the institution is a member of the Foundation's Board of Trustees. The Vice President for Institutional Advancement serves as Executive Director of the Foundation responsible for conducting the daily operations of the Foundation and reporting directly to the President concerning fund-raising activities. The duties of the Executive Director are described in the Foundation's Bylaws:

A. Executive Director.

The Executive Director shall be responsible for the execution of the daily operations of the Foundation. The Executive Director shall be empowered to perform the duties as follows:

- a. To receive and have care and custody of all funds and securities of the Foundation. Within the policies of the Foundation, the Executive Director shall authorize payment of expenses and awarding of grants, and otherwise do all things necessary for the successful operation of the Foundation.
- b. To establish and conduct a broad program of financial development and to have overall responsibility for fund-raising campaigns.
- c. To establish and maintain liaison with individuals, private foundations, corporate foundations, and other agencies which provide grants and other financial assistance.
- d. To maintain liaison with the President and other administrative officers of the College; to keep them informed of sources of financial assistance; and to assist them in effort to attract donations.
- e. To prepare an annual report regarding the operation of the office to be presented at the annual meeting.

f. To attend the annual meeting of this Foundation and all meetings of the Board of Trustees, and to sit as a member of its Executive Committee.

(See EGSC Foundation Inc. Bylaws Amended February 20, 2020)

The duties of the Chair of the Foundation are:

A. Chair.

The Chair shall be the principal Executive Officer of the Foundation and shall in general supervise and control the business and affairs of the Foundation. The Chair shall preside at all meetings of the members and of the Board of Trustees. The Chair may sign, with the Secretary or any other proper Officer of the Foundation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts or other instruments which the Board of Trustees have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws or by statute to some other Officer or agent of the Foundation, and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Trustees from time to time.

(See EGSC Foundation Inc. Bylaws Amended February 20, 2020)

The Foundation Chair, Executive Director and institution President work closely to manage the affairs of the Foundation with operational control vested in the institution. The Foundation Bylaws indicate the interactive dialogue between the institution and the Foundation to ensure alignment of mission, goals and objectives subject to the institution's approval:

ARTICLE X. OPERATING PROCEDURES.

A. General Procedures.

1. Subject to the provisions of the Articles of Incorporation, the terms or conditions imposed upon any transfer or assets to the Foundation, whether by gift or otherwise, shall in all cases be subject to approval of the College. Accordingly, any such transfer made or offered to be made to the Foundation shall be accepted subject to such approval and such terms and conditions shall be communicated forthwith to the College for its acceptance or rejections. All property so transferred to the Foundation with the approval of the College shall thereupon be held, managed and administered as the Board of Trustees from time to time may determine, subject however, to the terms and conditions and for the purposes, if any, prescribed by the transferor or donor thereof.
2. The Board of Trustees, in concert with the College, shall study the long-range needs and objectives of the College and shall make recommendations for the use of unrestricted properties of the Foundation in fulfilling such needs and objectives. The Board of Trustees within their discretion shall contribute corpus or interest to the College.
3. The Board of Trustees, to carry out the purpose of the Foundation, shall undertake by and through the Trustees and members of the Foundation and the community such specific development projects as it may determine, with the approval of the College.

(See EGSC Foundation Inc Bylaws Amended February 20, 2020)

In accordance with the above provision, three institutional representatives (President, Vice President for Business Affairs and Vice President for Institutional Advancement) serve on the EGSC Foundation as ex-officio members to provide review of EGSC Foundation policies regarding acceptance or transfer of assets to the EGSC Foundation, recommendations for use of unrestricted funds, and development projects to ensure compliance with EGSC and BOR policy. The EGSC Vice President for Business Affairs serves as the Treasurer for the EGSC Foundation.

The legal authority and operating control of the EGSC Foundation are clearly defined, in addition, by regular policy and budget decisions made by the Trustees. For example:

- At its June 25, 2018 meeting, EGSC Foundation Trustees approved the revision to the Investment Policy and adopted the Spending Policy. (See [EGSC Foundation Meeting minutes June 25, 2018](#))
- At its July 1, 2019 meeting, the EGSC Foundation Trustees approved the EGSC Foundation's FY 19-20 Budget, authorized the transfer of unrestricted funds from three EGSC Foundation accounts to the Athletic Programs budget, approved the Athletics annual fund-raising plan and approved a fund-raising project of the Alumni Committee (See [EGSC Foundation Meeting Minutes July 1, 2019](#)). At its March 25, 2019 meeting, the EGSC Foundation Trustees approved the available scholarship balances for Fall 2019. (See [EGSC Foundation Minutes March 25, 2019](#)) At its September 9, 2019 meeting, the EGSC Foundation Trustees discussed the email vote approving the allocation of additional funds for needs-based scholarships. (See [EGSC Foundation Minutes September 9, 2019](#)) The above items indicate the Foundation's support for the college's mission and the collaborative partnership of the Foundation and the college.

(b) RELATIONSHIP OF THE EGSC FOUNDATION TO EGSC AND LIABILITY ADDRESSED IN WRITING

The Guiding Principles for Cooperative Organizations require that a cooperative organization execute a Memorandum of Understanding with the institution that "meets the letter and spirit of the Board of Regents official proposed Memorandum of Understanding with Cooperative Organizations." (See [USG Guiding Principles for Cooperative Organizations item 15, page 2](#)) EGSC and the EGSC Foundation entered into this Memorandum of Understanding on March 8, 2019. (See [BOR of the USG Cooperative Organization Guiding Principles Memorandum of Understanding Between EGSC and the EGSC Foundation, March 8, 2019](#)).

The Memorandum of Understanding requires the EGSC Foundation to abide by BOR Policy 6.17. This policy provides that neither party will incur liability for the other, allows cooperative organization use of the institution's facilities, addresses use of the institution's administration by the cooperative organization, requires an annual audit of the cooperative organization and financial oversight by the institution, allows use of institution's name, symbols and trademarks by the cooperative organization, and requires donations received by the cooperative organization to be separate from those received by the institution. (See [BOR of the USG Cooperative Organization Guiding Principle Memorandum of Understanding](#))

In addition, BOR Policy 6.17.2 requires the cooperative organization to annually "present evidence satisfactory to the President of the institution or the president's designee of insurance or self-insurance adequate in form and amounts to cover foreseeable liability arising from activities undertaken in the name of, for the benefit of, or in conjunction with the institution." (See [BOR Policy 6.17.2 Relationship between Cooperative Organizations and the USG and its Institutions](#)) The Foundation maintains liability insurance for business owners and management. (See [East Georgia State College Foundation Liability Insurance Policy](#)) The Foundation also maintains commercial property and general liability insurance coverage for the Morgan House, a property frequently used for college and Foundation activities. (See [EGSC Foundation Morgan House Insurance Policy](#))

In addition to the above Memorandum of Understanding, BOR Policy 6.17.2 requires that the relationship "be in the best interest" of the institution, that the cooperative organization's financial records be "available to the institution for inspection," the organization provides "evidence of adequate capitalization," and provides "evidence of liability insurance. " (See [BOR Policy 6.17.2 Relationship Between Cooperative Organizations](#))

Finally, to ensure that the cooperative organization is supportive of the institution and its President and aligned with the mission of the institution, the Guiding Principles mandate further operational requirements to ensure that proper controls are in place to include integration of the institution's priorities into the operations, activities and efforts of the cooperative organization; service of the institution's President and other institutional officers on the cooperative organization board; financial, accounting and investment oversight by the institution; business, governance and policy oversight; and conflict of interest provisions. (See USG Guiding Principles for Cooperative Organizations)

(c) FUND-RAISING ACTIVITIES OF THE EGSC FOUNDATION ARE DEFINED IN WRITING

The fund-raising activities of the EGSC Foundation are defined in a formal, written manner which assures that those activities further the mission of the institution. (See the original Charter of the EGSC Foundation, Section 3, 5 and 7). These fundraising activities are further defined in the Bylaws of the EGSC Foundation. The purposes of the Foundation, as expressly stated in its bylaws, indicate its supportive and collaborative fund-raising role, subject to the approval and direction of the institution.

ARTICLE III. PURPOSES

A. Purposes of the Foundation.

1. The Foundation is organized and shall be operated exclusively to assist in developing and augmenting the facilities and carrying out the educational functions of the College established and operated by the Regents of the University System of Georgia, to the end that there may be provided in the College community broader educational, opportunities for and service to the students and alumni of such College and the citizens of the State and Nation.
2. The Foundation shall acquire by any lawful means properties of any character, and subject to such restrictions as may be imposed by the donor or transferor, to manage, administer and dispose of the same for any and all such purposes; provided, however, the acquisition and the disposition of all such properties shall be subject to the approval and direction of the College and in concert with the policies and plans prescribed by the Regents of the University System of Georgia and in aid of such purposes.
3. The Foundation shall encourage the making of loans, gifts, grants, devises or bequests of money or property, or shall provide funds by appropriate means, for research and instruction, the establishment of endowments, scholarships, fellowships, professorships, and academic chairs of said college, including gifts or loans of property, works of art, historical papers and documents and museum specimens having educational, artistic, historical, literary or cultural value.

(See EGSC Foundation Inc Bylaws amended February 20, 2020)

As stated previously, the mission of the EGSC Foundation is to promote the development of the institution by "obtaining resources needed to attain college goals and through responsible stewardship of funds and other assets entrusted to the Foundation." (See EGSC Foundation Inc Bylaws amended February 20, 2020).

The duties of the Foundation's Executive Director, as indicated in the bylaws, include responsibility "to establish and conduct a broad program of financial development and to have overall responsibility for fund-raising campaigns." The Executive Director is the institutional Vice President for Institutional Advancement and reports directly to the institution president. (See the Position Description for the Vice President for Institutional Advancement and the Organizational Chart for Institutional Advancement). Through this direct reporting line, the President controls the fund-raising of the Foundation through his designee. As an example, the EGSC Vice President for Institutional Advancement led the discussion on the annual campaign

plans at the EGSC Foundation Executive Committee Meeting on September 19, 2018, and presented an annual fund planning agenda and grant pipeline report with the Foundation Board at the September 24, 2018 EGSC Foundation Meeting. (See EGSC Foundation Meeting Minutes September 2018)
















SEPARATELY ORGANIZED ENTITY ON EGSC CAMPUS THAT IS NOT COOPERATIVE ORGANIZATION










EGSC hosts the Magnolia Midlands Georgia Youth Science & Technology Center, Inc., (MMGYSTC) on its campus at the Sudie A. Fulford Community Learning Center. MMGYSTC is a private, not-for-profit educational organization whose mission is to provide quality programs for teachers of STEM subjects that improve the teaching and learning process at the kindergarten through eighth grade levels. MMGYSTC is one of several regional centers funded by its parent organization, the Georgia Youth Science and Technology Center. **MMGYSTC is not an institution-related entity as defined by SACS-COC because MMGYSTC was not formed primarily for the purposes of supporting EGSC or its programs.** MMGYSTC employs two individuals and members of EGSC's leadership, including the President and Chief Business Officer, serve on the MMGYSTC Board. The parties entered into a MOU wherein EGSC serves as fiscal agent for MMGYSTC and MMGYSTC employees are paid by EGSC payroll system in a pass-through arrangement. The state-wide organization, GYSTC, primarily funds MMGYSTC operations.

CONCLUSION

In conclusion, the EGSC Foundation is the only separately organized entity to which this Principle applies. The legal authority and operating control of the EGSC Foundation are clearly defined with respect to EGSC. The relationship of the EGSC Foundation and the extent of any liability arising from that relationship is formally described in writing. The fundraising activities of the EGSC Foundation are defined formally in writing to assure that activities advance EGSC's mission.

Sources

-  BOR Policy 6.17 Cooperative Organizations -Definition
-  BOR Policy 6.17.2 Relationship - Cooperative Org and Institution
-  ECJC Foundation Inc. Charter
-  EGC Foundation Inc Amendment Name Change 12-13-12
-  EGC Foundation Inc IRS Determination Letter 12-10-02
-  EGSC Foundation Board Meeting Minutes 090919
-  EGSC Foundation Executive Committee Minutes 9-4-19
-  EGSC Foundation Inc. Amended By Laws 2-20-20
-  EGSC Foundation Inc. Annual Registration 2020
-  EGSC Foundation Meeting Minutes 3-25-19
-  EGSC Foundation Meeting Minutes 7-1-19
-  EGSC Foundation Meeting Minutes 9-9-19
-  EGSC Foundation Meeting Minutes September 2018
-  EGSC Foundation meeting Minutes - 6-25-18
-  EGSC Institutional Advancement Organizational Chart CAB 1-27-20

-  EGSC Position Description Vice President for Institutional Advancement 1-31-2018
-  EGSC- Foundation MOU 2019-2024
-  EGSc Foundation Liability Insurance 2019-20
-  Emanuel County Junior College Foundation Inc Amendment- Name Change 4-28-89
-  GYSTC Webpage- Mission
-  Morgan House Insurance 2020
-  USG BOR Policy 6.17 Cooperative Organizations -Definition
-  USG Guiding Principles for Cooperative Organizations
-  USG Guiding Principles for Cooperative Organizations (Page 2)

5.4

Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications.

**EMPLOYMENT OF ADMINISTRATIVE AND ACADEMIC OFFICERS WITH
APPROPRIATE EXPERIENCE AND QUALIFICATIONS**

At EGSC, administrative and academic officers comprise the President's Cabinet. They include the following positions, each reporting directly to the President (except the two deans). The deans report directly to the Vice President for Academic and Student Affairs.

- Vice President for Academic and Student Affairs
- Associate Vice President for Enrollment Management
- Associate Vice President for Academic Affairs
- Vice President for Business Affairs
- Vice President for Information Technology
- Associate Vice President for External Campuses
- Vice President for Executive Affairs
- Associate Vice President for Executive Affairs
- Director of Athletics
- Director of Public Safety/Chief of Police
- Director of East Georgia State College Statesboro
- Chief of Staff/Legal Counsel
- Dean of the School of Mathematics and Natural Sciences
- Dean of the School of Humanities and Social Sciences

The President's Cabinet is responsible for establishing policies and procedures governing the management, operations and strategic planning of the College. The Cabinet is advisory to the President and is the official policy-making body in these areas at the College. Policies and procedures adopted by the Cabinet are maintained in the College's Manual of Policies and Procedures. The Cabinet meets at least monthly and is chaired by the President. The President has the power and discretion to appoint additional cabinet members and modify the composition of the Cabinet as necessary for the effective operation of the College. (See [EGSC Statutes Article II B, page 6](#)).

EGSC has qualified administrative and academic officers with the experience and competence to lead the institution. These individuals exercise leadership in the process of fulfilling the mission of EGSC. These individuals represent a diverse group with credentials and expertise to accomplish the mission and vision of EGSC.

The credentials and expertise of each are appropriate to the position duties and responsibilities. Presented below is a chart showing (alphabetically by last name) the name, title, educational qualifications and professional experience qualifications of each member of the President's Cabinet. Individual job descriptions and credentials and expertise are readily available in the resumes and curricula vitae by clicking the links in each box contained in the table below.

APPROPRIATENESS OF EACH EGSC OFFICER'S' EXPERIENCE AND QUALIFICATIONS TO LEAD THE INSTITUTION IN AREAS OF RESPONSIBILITY

Each member of the President's cabinet possesses academic qualifications and relevant experience to lead his or her areas of responsibility. The alignment of qualifications and experience of each officer is strong, attesting to the appropriateness of each individual for the administrative position held. Clearly, EGSC's administrative and academic officers are qualified for their positions of administrative responsibility as noted below.

President's Cabinet

President, Robert G. Boehmer

The President is the Chief Executive Officer of the College. As indicated by the EGSC Organizational Chart, members of the President's Cabinet below report directly to or through others to the President. Appointed annually by the Board of Regents, the President reports to the Chancellor of the University System of Georgia and recommends to the Board of Regents, through the Chancellor's officer, all institutional matters requiring Regents' approval. The President's leadership team is comprised of the President's Cabinet.

Robert G. Boehmer, President of EGSC, was named EGSC Interim President on November 15, 2011 by the Chancellor of the University System of Georgia and assumed this role on January 1, 2012. On November 14, 2012, the Board of Regents (BOR) approved the appointment of Robert G. Boehmer as EGSC's fifth President, without the need for a national search. The BOR has the prerogative to appoint a President without a national search if it determines that such an appointment is in the best interests of the institution and the USG.

Previously, Boehmer held several successive administrative and faculty positions at the University of Georgia, including Associate Provost for Academic Planning and SACSCOC Liaison responsible for the university's strategic planning and accreditation compliance; tenured Professor of Legal Studies; Associate Provost for Institutional Effectiveness and Extended Campuses; Director, Lilly Teaching Fellows Program; Associate Professor of Legal Studies; and Director, University of Georgia 1999-2000 Accreditation Self-Study. Prior to his higher education career, Dr. Boehmer was a partner in a law firm in Oregon. He received numerous teaching awards and special recognitions during his tenure at UGA and has been widely published. He is a renowned speaker on higher education administration and accreditation and has 12 years of service with SACSCOC in a variety of roles including trustee, executive committee member and chair of visiting SACSCOC committees.

President Boehmer holds a Doctor of Jurisprudence from the University of Oregon with Order of the Coif honors and a Bachelors in Business Administration from the University of Oregon, and he is a member of Beta Gamma Sigma.

See Robert G. Boehmer Vitae

The EGSC President's position description requires the incumbent supervise all units of the college and have knowledge, and a commitment to the mission, of higher education. Specific duties include program assessment and planning, budgetary oversight, and oversight and understanding of student instruction and services, human resources and facilities needs. A professional or research doctorate in a related occupational field is required. See EGSC President Position Description

See below summary of President's Cabinet members' position description and qualifications.

Director of Business Operations retired in January 2020. Accordingly, information concerning that currently vacant position is not included below.

Name	Title	Educational Qualifications	Professional Experience Qualifications
James Beall	Associate Vice President for Academic Affairs <u>EGSC Position Description</u> Associate Vice President of Academic Affairs	Master of Education, Psychology, Georgia Southern University Bachelor of Science (Business Administration), Brewton Parker College <u>EGSC Associate Vice President for Academic Affairs Vitae</u>	Hired as EGSC faculty August 2014, Social Science and Humanities Coordinator (2018) and most recently AVP (August 2019). Has 15 years of various administrative duties at Brewton Parker College and 3 years' experience in a college readiness program for at risk students.
Carlos Cunha	Dean, School of Humanities and Social Sciences <u>EGSC Position Description</u> Dean of Humanities and Social Sciences	Ph.D. Political Science (Latin American Studies), University of Massachusetts-Amherst <u>EGSC Dean School of Social Science and Humanities Vitae.pdf</u> Master of Arts, International Relations, University of Connecticut-Storrs Bachelor of Arts, French, University of Massachusetts-Amherst.	Hired at EGSC 2/1/2019. Has 23 years (1992-2016) of varied administrative duties at Dowling College as Department Chair, Division of Social Sciences Chair, Executive Faculty Chair, and Chair and member of many other administrative committees culminating in the Academic Chair of the School of Arts and Sciences (overseeing three Divisions: Social Sciences, Arts and Humanities, Math and Natural Sciences).
James Gay	Vice President for Business Affairs <u>EGSC Position Description</u> Vice President for Business Affairs	Certified Public Accountant; Master of Accountancy, Georgia Southern University Bachelor of Business Administration – Accounting, Georgia Southern University <u>EGSC Vice President for Business Affairs Resume</u>	8 years of higher education experience all in current position at EGSC. Completed USG's Executive Leadership Institute. 7 years prior experience as an Education Division Auditor for the Georgia Department of Audits. 20 years in private business.
Elizabeth Gilmer	Vice President for Institutional Advancement <u>EGSC Position Description</u> Vice President for Institutional Advancement	Master of Business Administration, Georgia Southwestern State University Bachelor of Business Administration, University of South Carolina <u>EGSC Vice President for Institutional Advancement Resume</u>	10 years of experience in higher education, all at EGSC—3 years in current position; 7 years previously as Director of External Affairs and Director of Development & Alumni. 30 years previous experience in the banking industry, last as a Senior Vice President.
Karen Jones	Associate Vice President for Enrollment Management <u>EGSC Position Description</u>	Master of Arts, Organizational Management, Ashford University Bachelor of Science, Psychology,	23 years of experience in higher education, last 10 years at EGSC. 5 years in current role; 3 years as Director of Financial Aid, 2 years as Director of Admissions. 13 years of experience in Admissions

	<u>Associate Vice President for Enrollment Management</u>	Troy University <u>EGSC Associate Vice President for Enrollment Management Resume</u>	and Financial Aid in the Technical College System of Georgia; 14 years of adjunct instructing in the TCSGA.
Nickolas Kelch	<u>Associate Vice President for External Campuses EGSC Position</u>	Master of Arts, Biblical Studies, Victory Baptist Christian College	13 years of experience in higher education, last 6 years at EGSC; 1 year in current role, 2 years as Director of EGSC Augusta, and 3 years as Assistant Director of
	<u>Description</u>	Bachelor of Arts, Psychology, <u>University of South Carolina Aiken</u> <u>EGSC Associate Vice</u>	Student Affairs, EGSC Augusta; adjunct instructor for 3 years at EGSC; 4 years previous experience working for branch campuses in the Technical College System of Georgia
Norma Kennedy	<u>Associate Vice President for External Campuses</u>	<u>President for External Campuses Resume</u> Bachelor of Science, Public Relations Georgia Southern University	18 years of experience in higher education, all at EGSC. 8 years' experience in human resources, 8 years' experience in marketing/community relations, 7 years' experience in institutional advancement.
	<u>Associate Vice President for Executive Affairs EGSC Position</u> <u>Description Vice President for Executive Affairs</u>	Associate of Arts Emanuel County Junior College (now East Georgia State College) <u>EGSC Associate Vice</u>	
Michael Rountree	<u>Vice President for Information Technology EGSC Position</u>	<u>President for Executive Affairs Resume</u> Master of Business Administration, Georgia Southern University	24 years of experience in higher education, all at EGSC. 8 years in current position, 9 years as Director of IT and 7 years as an Information Systems Specialist.
	<u>Description Vice President for Information Technology</u>	Bachelor of Business Administration, <u>Georgia Southern University</u> <u>EGSC Vice President for</u>	
Deryl Seckinger	<u>Chief of Police/Director of Public Safety</u>	<u>Information Technology Resume</u> Doctor of Public Administration, Valdosta State University	24 plus years of experience with law enforcement; 1 year as an officer at EGSC; currently serving as Director of Public Safety/Chief of Police; over 20 years' experience as an adjunct professor.
	<u>EGSC Position</u> <u>Description Chief of Police/ Director of Public Safety</u>	Master of Science, Criminal Justice, <u>Armstrong State University</u> <u>EGSC Director of Public Safety and Chief of Police</u>	
Sandra Sharman	<u>Vice President for Academic and Student Affairs EGSC Position</u>	PhD, Reading Education Masters, Education MAT, Elementary Education Bachelor of Science, <u>Business Merchandising</u>	28 years experience in higher education; 22 years at EGSC; 4 months in current position; 4 years as Professor; 10 years as Associate Professor; 1 year as Coordinator as Humanities and Social Sciences; 7 years as
	<u>Description Vice President for Academic and</u>	<u>EGSC Vice President for</u>	

Student Affairs

Academic and Student Affairs Director of EGSC-Statesboro

<p>Mary Smith</p>	<p>Legal Counsel/Chief of Staff <u>EGSC Position Description Legal Counsel/Chief of Staff</u></p>	<p>Member of the State Bar in GA and SC; Juris Doctor Mercer University Master of Criminal Justice, University of South Carolina BA in Sociology Augusta College <u>EGSC Chief of Staff/Legal Counsel Resume</u></p>	<p>19 years of experience in higher education; all at EGSC. 9 years in current position, 2 years as Vice President for Legal and External Affairs; 3 years as Special Assistant to the President; 5 years as Grants & Programs Coordinator/Director of Continuing Education; Student Success instructor; eight years private law practice experience.</p>
<p>Jimmy Wedincamp</p>	<p>Dean of Mathematics and Natural Sciences <u>EGSC Position Description Dean of Mathematics and Natural Sciences</u></p>	<p>PhD in Entomology, Louisiana State University Master of Science in Biology, Georgia Southern University Bachelor of Science in Biology, Georgia Southern University Associate of Arts in Biology, East Georgia College <u>EGSC Dean of the School of Mathematics and Natural Science Vitae</u></p>	<p>20 years in higher education at EGSC. 3 years as Dean of the School of Mathematics and Natural Sciences, 4 years as Chair of Department of Biology, 13 years as Professor of Biology. 7 years as Adjunct Instructor in the Technical College System of Georgia. Served 1 year as Laboratory Manager, Master Consultant, and Staff Entomologist for United States Army.</p>
<p>Jessica Williamson</p>	<p>Director of EGSC Statesboro <u>EGSC Position Description Director of EGSC - Statesboro</u></p>	<p>Master of Public Administration, Georgia Southern University Bachelor of Science, Justice Studies, Georgia Southern University <u>EGSC Director of EGSC Statesboro Resume</u></p>	<p>Nearly 7 years of experience in higher education, all at EGSC Statesboro; nearly one year in current role, 1 year as Assistant Director of Student Affairs – Recruiter; nearly 3 years as Institutional Coordinator, nearly 2 years as part time Security and Clerk. Served in the military for 4 years prior to being employed at EGSC.</p>
<p>Charles Wimberly</p>	<p>Athletic Director <u>EGSC Position Description Athletic Director</u></p>	<p>Master of Public Administration, Troy State University Bachelor of Science, Georgia Southern University Associate of Arts Sociology, East Georgia College <u>EGSC Athletic Director Resume</u></p>	<p>4 years of experience in higher education all at EGSC; 20 plus years of combined coaching, Athletic Director, and administrator experience at K -12 level including service as Headmaster of a high school.</p>

Effective leadership is essential to ensuring the College accomplishes its mission. The College's policies and procedures provide a structure to recruit administrative and academic officers who possess credentials and expertise to lead the institution and provide educational services and opportunities to ensure student success. Administrative and academic officers are hired through the same processes as all other college employees to ensure continuity of human resource procedures. Established position descriptions for each key position are used in the advertisement, recruitment and selection of individuals into these critical positions. (EGSC Employee Handbook; EGSC Employment Selection Process and Criteria for Employment Policy; EGSC Faculty Handbook)

Academic Deans

The EGSC Statutes (page 9 - 10) describe the organization and leadership of the college's Schools:

An academic School is an administrative sub-unit of Academic Affairs organized for the purpose of giving instruction in one of the recognized areas of study and investigation. Schools report to the Vice President for Academic and Student Affairs. One member of the faculty holding a doctorate shall be designated as Dean of each School. This person holds office at the pleasure of the President. The Dean may be assigned teaching responsibilities in addition to duties as Dean as deemed necessary by the Vice President for Academic and Student Affairs.

The two academic Schools of the College are Humanities and Social Sciences and Mathematics and Natural Sciences.

The Dean of each School provides academic oversight, academic leadership, budget planning and oversight and holds decision making authority at the college level for all aspects of operation respective of the area. The deans serve on the Academic Policies and Curriculum Committee and are responsible for the assignment of courses and scheduling of classes within the School. The deans are centrally involved in the strategic planning, resource allocation, program operational planning and personnel hiring and evaluation for their Schools. The academic deans are members of the Vice President for Academic and Student Affairs administrative team.

Additionally, a recent search (2018) and filled dean's position, Dean of Humanities and Social Sciences, listed qualifications and responsibilities as well as required education, experience and skills:

Qualified candidates for this position will hold doctorate degree within the social sciences and/or humanities, at least three years academic administrative experience, successful college teaching experience and commitment to excellence in college teaching, demonstrated experience in research, application of knowledge and involvement of students in research, and the planning and implementation of new associates and baccalaureate level programs of study, understanding of a commitment to the implementation of diverse pedagogical techniques, including the use of instructional technology, research and service learning into the teaching/learning environment; commitment to developing and offering full or partial on-line classes and programs to meet area needs; and interest in interdisciplinary endeavors.

Other requirements include:

- Skill in analysis of problems and the development and implementation of solutions
- Knowledge of trends, issues and changes to academic advisement strategies
- Skill in the supervision of personnel

- Knowledge of current SACSCOC principles of accreditation
- Skill in oral and written communication

See [EGSC Job Posting - Dean of School of Humanities and Social Sciences](#)

The qualifications, responsibilities, education, experience and skills listed for the above dean's position are standard for EGSC's academic deans. The successful applicant, Dr. Carlos Cunha, met all of the above criteria. See [Vitae for EGSC Dean of School of Humanities and Social Sciences](#)

REGULAR EVALUATION OF ADMINISTRATIVE AND ACADEMIC OFFICERS

The performance of each of the above senior administrative officers is regularly evaluated by the President, or the Vice President for Academic and Student Affairs, for merit and salary increase considerations. The Vice President for Academic and Student Affairs evaluates both deans, the Associate Vice President for Enrollment Management and the Associate Vice President for Academic Affairs. The President evaluates the others. All senior administrators are evaluated using the uniform Administrative Staff Evaluation form.

EGSC has policies and established procedures for annual evaluation of administrative and academic officers. Administrative staff are evaluated annually by their immediate supervisor. Evaluations are used for documenting achievements, reaffirming the understanding of the employee's position description and documenting any changes to the respective position, as well as being a tool for documentation of expected performance improvements. ([EGSC Employee Evaluations Policy](#)) (See [EGSC Administrative Staff Performance Evaluation](#))

In addition to this Administrative Staff Evaluation Form, an electronic survey is conducted for each Cabinet Member. This is a survey of the peers and direct reports of each Cabinet Member. See example of communication to the senior administrator about the survey and a 2018 list of peers and subordinates to complete the survey for each Cabinet Member: [EGSC 2018 360 Eval Communication to Administrators](#); [EGSC 2018 360 Eval Communication to Co Worker or Colleague](#); [EGSC 2018 360 Eval Master List](#). The survey evaluation provides the opportunity for additional write-in feedback.

As an example of the application of the above policy by the President:

- An administrator survey is sent out electronically to a group of colleagues of the evaluated administrator (one form is sent by Human Resources concerning each of the President's direct reports, and one form is sent to each member of a group of peers of the administrator). See above.
- The survey results are then compiled by HR and are sent to each evaluated administrator and the President. See sample compilation.
- The President asks each administrator to complete, in addition, an "Administrative Staff Evaluation" form covering the prior calendar year. This is a self-evaluation.
- The President meets with the evaluated administrator to discuss compiled survey results and the self-evaluation.
- The President then marks the President's evaluation of the administrator on the "Administrative Staff Evaluation" form and requests the administrator to sign and return the form.
- The completed, signed "Administrative Staff Evaluation" form is returned by the President to HR.





























See sample [administrator performance evaluation and survey results for EGSC Vice President for Institutional Advancement for 2018](#) with both evaluation instruments included (an evaluation conducted by the President). See sample [academic administrator performance](#)
















evaluation for the EGSC Dean of the School of Mathematics and Natural Sciences for 2017 (an evaluation conducted by the Vice President for Academic and Student Affairs).

CONCLUSION

The above narrative presents detailed information about all members of the President's Cabinet at EGSC. A resume or vita and a position description is provided for each. As demonstrated by that information, all of these individuals have appropriate experience and qualifications for their current leadership position. The President evaluates all members of the Cabinet annually, except the two deans. The Vice President for Academic and Student Affairs annually evaluates the two deans. Examples of those annual evaluations by the President and the Vice President for Academic and Student Affairs are provided.

Sources

-  Boehmer Named President of EGSC 11-14-2012
-  EGSC 2018 360 Eval Communication to Administrators
-  EGSC 2018 360 Eval Communication to Co Worker or Colleague
-  EGSC 2018 360 Eval Master List
-  EGSC Associate Vice President for External Campuses Resume
-  EGSC Administrative Staff Evaluation Form
-  EGSC Associate Vice President for Academic Affairs - Vitae
-  EGSC Associate Vice President for Enrollment Management Resume
-  EGSC Associate Vice President for Executive Affairs Resume 02-2020
-  EGSC Associate Vice President for Institutional Advancement Resume
-  EGSC Athletic Director Resume
-  EGSC Chief of Staff Legal Counsel Resume
-  EGSC Dean School of Mathematics and Natural Science Vitae
-  EGSC Dean School of Social Science and Humanities Vitae
-  EGSC Director of EGSC Statesboro Resume
-  EGSC Director of Public Safety and Chief of Police Resume
-  EGSC Employee Evaluations Policy
-  EGSC Employee Handbook 3-26-19
-  EGSC Employment Selection Process- Criteria for Employment Policy
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Job Posting - Dean of Humanities and Social Sciences
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC Position Description Athletic Director (2)
-  EGSC Position Description Associate Vice President for Academic Affairs 10-19-2019
-  EGSC Position Description Associate Vice President for Enrollment Management
-  EGSC Position Description Associate Vice President for Executive Affairs 01-31-2020
-  EGSC Position Description Associate Vice President for External Campuses 04-12-2019
-  EGSC Position Description Dean of School of Humanities & Social Science

-  EGSC Position Description Dean of School of Mathematics and Natural Sciences
-  EGSC Position Description Director of EGSC Statesboro 02-12-2019
-  EGSC Position Description Director of Public Safety Chief of Police 01-24-2020
-  EGSC Position Description Legal Counsel Chief of Staff 01-24-2020
-  EGSC Position Description Vice President for Academic and Student Affairs
-  EGSC Position Description Vice President for Business Affairs 02-01-2020
-  EGSC Position Description Vice President for Informational Technology 01-23-2020
-  EGSC Position Description Vice President for Institutional Advancement 1-31-2018
-  EGSC President- Job Description 5-31-2019
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 6)
-  EGSC Statutes 2-20-20 (Page 9)
-  EGSC Vice President for Academic and Student Affairs-Vitae
-  EGSC Vice President for Business Affairs Resume
-  EGSC Vice President for Information Technology Resume
-  EGSC Vice President for Institutional Advancement Resume
-  Performance Evaluation Administrator Example - Vice President Institutional Advancement
-  Performance Evaluation Example - Academic Administrator 2017
-  Robert G. Boehmer Vitae
-  USG Chancellor's EGSC Interim President Appointment Letter 11-15-2011

5.5

Personnel Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes and implements policies regarding the appointment, employment and regular evaluation of non-faculty personnel.

EGSC POLICIES ABOUT APPOINTMENT, EMPLOYMENT AND REGULAR EVALUATION OF NON-FACULTY PERSONNEL ARE BASED ON BOR AND USG POLICIES

EGSC is a member institution of the University System of Georgia (USG) and is governed by the policies adopted by its governing body, the Board of Regents (BOR). EGSC's employment policies are based on policies of the BOR and the USG and published in the [BOR Policy Manual Section 8.0 Personnel](#). BOR Policy Manual Section 8 outlines personnel categories and general policies for all personnel, including the process for hiring, evaluation and dismissal of both faculty and classified personnel (staff). In most instances, BOR policies and USG procedures provide general direction for personnel policies, and operational details are found in institutional manuals. EGSC's policies and procedures on employment process reflect adherence to federal and state laws, equal employment opportunity and affirmative action provisions, and BOR policy.

EGSC POLICIES ABOUT APPOINTMENT, EMPLOYMENT AND REGULAR EVALUATION OF NON-FACULTY PERSONNEL

EGSC strives to employ individuals with qualifications to sustain its operations and maintain a workforce to support the achievement of the goals consistent with the College's educational mission. Additionally, EGSC seeks to provide opportunities for training, development and advancement opportunities, and conducts annual performance reviews to ensure and further support its employees.

The EGSC President's Cabinet is responsible for establishing policies and procedures governing the management, operations, and strategic planning of EGSC. The Cabinet is advisory to the President and is the official policy making body in these areas. Policies and procedures adopted by the EGSC Cabinet are maintained on EGSC's Policies and Procedures webpage. The process for policy review, approval and publication is established in the [EGSC Policy and Governance Approval Procedures](#). This document provides that policies are reviewed and approved by the President's Cabinet. The EGSC Legal Counsel/Chief of Staff is responsible for ensuring publication of the policies on the [Presidents' Office Policies and Procedures of the College webpage](#). Policies and procedures regarding the appointment, employment, and regular evaluation of non-faculty personnel are available publicly on EGSC's Policies and Procedures webpage under Section 8: Human Resources and the [University System of Georgia \(USG\) Human Resources Administrative Practice Manual](#) located on the USG website.

Policies regarding appointment, employment and evaluation of personnel are published in the [EGSC Employee Handbook](#) on the EGSC President's webpage. The EGSC Human Resources Department (HR) is responsible for maintaining the Employee Handbook. In addition, HR is responsible for payroll and benefits, as well as on boarding all personnel and managing the

appointment, employment, and evaluation process for administrative and support staff. The above information indicates that EGSC publishes policies regarding the appointment, employment and regular evaluation of non-faculty personnel.

APPOINTMENT OF EGSC ADMINISTRATIVE AND SUPPORT STAFF

EGSC is an equal opportunity employer, and as such, makes every effort to recruit qualified and diverse applicants for staff vacancies. EGSC's practice is to employ those persons who are best qualified based on ability, skill, experience, training, character, and physical condition, regardless of race, color, sex or creed. The Director of Human Resources also serves as the EEO Officer for the College and is involved in the search process to ensure that the proper procedures, including affirmative action, are followed in recruiting and hiring.

Hiring Process

Virtually all of the hiring workflow process is conducted in EGSC's on-line employment software, PeopleAdmin, which enables HR to track the progress of position requests, approvals and postings through final hire. The hiring process begins with the hiring manager identifying the need for a position, position classification, updating or creating a new job description and obtaining budgetary approval. The hiring manager in consultation with HR determines the type of search (internal or external) and recruitment locations for the job advertisements. The position is then posted on the EGSC HR website and external advertising is initiated by HR. All applicants apply via the on-line system PeopleAdmin. The hiring manager and/or search committee is responsible for reviewing applicants, interviewing them, and selecting or recommending applicants for hire. Search committee resources include interview question guidelines, interview selection worksheets and an ethics and confidentiality responsibility statement. Following applicant interviews, the hiring manager or the chair of the search committee notifies HR of the recommended applicant. HR then reviews the file and obtains salary approval from the Vice President for Business Affairs. Once approved, a conditional offer is made to the applicant pending screening results. HR is responsible for screening, checking references, evaluating qualifications and making employment offers. HR maintains a checklist for each file indicating completion of the screening, training and other onboarding by the applicant and completion of administrative tasks by HR necessary for a new hire. (See [EGSC Hiring Process for Staff Positions](#))

The [EGSC Employee Handbook](#) and the [EGSC Hiring Process for Staff Positions](#) contain the policy and procedures for the selection and appointment of staff and administrators. The Hiring Process for Staff Positions is a step by step guide to the college's hiring procedures and includes links to the following policy, procedural and guidance resources:

- [EGSC Background Investigations Policy](#)
- [EGSC Employment Selection Process and Criteria for Employment](#)
- [EGSC Employment Applications Policy](#)
- [EGSC Search Committee Guidelines and Checklist for Staff Positions](#)
- [EGSC HR Search Committee Candidate Rating Spreadsheet](#)
- [EGSC HR Search Committee Ethics and Confidentiality Responsibilities](#)
- [EGSC HR Search Committee Inappropriate and Illegal Interview Questions – Example](#)
- [EGSC HR Search Committee Appropriate and Legal Interview Questions - Example](#)

Sample Files Documenting Implementation of EGSC Hiring Process

Librarian

A sample hiring file for an administrative staff position (**Librarian**) is provided which shows that EGSC follows its published policies for hiring of non-faculty personnel. The file documents the steps in the process from initial approval of the position through hire. The workflow in

EGSC's PeopleAdmin is provided, in reverse order, indicating the coordination of various units: hiring department approver, hiring department Vice President, Human Resources and the Vice President for Business Affairs. The file concludes with the applicant accepting the employment offer in this example on October 23, 2019.

Creation of Position Posting, Approvals, Position Posted, and Position Closed -Workflow in PeopleAdmin (Reverse Order)

Librarian Job Description

Job Posting on EGSC Website and Verification by EGSC Human Resources

Job Posting – Georgia Department of Labor

Job Posting – University System of Georgia Applicant Clearinghouse

Job Posting by EGSC Library Director– Georgia Libraries Job Board

Employment Application

Search Committee Confidentiality Statements, Interview Questions

Search Committee Rating Sheet, Candidate Interview Schedule

Search Committee Chair Recommendation to Hire

Candidate Reference Checks by Human Resources

Hiring Proposal from Human Resources to Vice President for Business Affairs

Human Resources Employment Offer Letter

Human Resources Personnel Action Request- New Hire

Human Resources File Checklist for Hire with Documents

Human Resources Documents Signed Upon Hire

The above example confirms that EGSC followed its published hiring process for non-faculty personnel.

Records Processor I

A sample hiring file for an administrative staff position (**Records Processor I**) is provided which shows that EGSC follows its published policies for hiring of non-faculty personnel. The file documents the steps in the process from initial approval of the position through hire. The workflow in EGSC's PeopleAdmin is provided, in reverse order, indicating the coordination of various units: hiring department approver, hiring department Vice President, Human Resources and the Vice President for Business Affairs. The file concludes with the applicant accepting the employment offer in this example on January 7, 2020.

Creation of Position Posting, Approvals, Position Posted, and Position Closed – Workflow in PeopleAdmin (Reverse Order)

Records Processor I Job Description

Job Posting on EGSC Website and Verification by EGSC Human Resources

Job Posting – University System of Georgia Applicant Clearinghouse

Job Posting – Georgia Department of Labor

Employment Application

Search Committee Confidentiality Statements, Interview Questions

Search Committee Candidate Interview Schedule, Rating Sheet with Selection

Candidate Reference Checks by Human Resources

Hiring Proposal from Human Resources to Vice President for Business Affairs

Human Resources Employment Offer Letter

Human Resources Personnel Action Request for New Hire

Human Resources File Checklist for Hire with Documents

Human Resource Additional Documents Signed Upon Hire

The above demonstrates that EGSC followed its published hiring process for non-faculty personnel.

Orientation and information dissemination

EGSC complies with BOR Policy Manual concerning Employee Orientation which reads:

Each new employee shall read and become familiar with the contents of the policies and procedures of the Board of Regents, the University System of Georgia, and the employee's institution that are applicable to the employee.

(See [BOR Policy Manual 8.25 Employee Orientation](#))

In order to ensure staff are informed about appointment, employment and evaluation policies and procedures, HR communicates with the new employee through a variety of methods. Upon receipt of the signed employment offer letter, HR schedules an appointment with the new employee for orientation and processing of the required, state, federal, BOR and institutional forms. In the previous examples, this information was included in the *Human Resources File Checklist for Hire with Documents* and the *Human Resource Additional Documents Upon Hire*.

Once new employees are hired, Human Resources utilizes an onboarding process which allows all new staff to be welcomed, introduced, and informed about the mission, vision, values, and culture of the college. This process also allows the Office of Human Resources to fully introduce the new employee to the benefits offered and to provide them with the necessary tools to begin their first day on the job. This includes being informed about and completing the required [EGSC Employee Training](#) and information about EGSC procedures such as:

- [EGSC Bobcat Card Discounts](#)
- [Employee Guide to OneUSG Connect \(payroll, benefits software\)](#)
- [Quick Tips Purchasing Guidelines](#)
- [Purchasing Card Acknowledgement Forms](#)

During on-boarding, employee are also notified that the policies and procedures related to appointment, employment and evaluation, as well as all college policies, are published and available on the [EGSC President's Office website](#).

EMPLOYMENT POLICIES FOR ADMINISTRATIVE AND SUPPORT STAFF

The Employee Handbook contains numerous policies, many of which cover faculty, staff and administrators. Examples of these policies are as follows:

[EGSC Sexual Misconduct Policy](#)

[EGSC Amorous Relationships Policy](#)

[EGSC Employee Alcohol and Other Drug Prevention Policy](#)

[EGSC Employee Grievance Policy](#)

[EGSC Affirmative Action Policy and Affirmative Action Plan](#)

[EGSC Work Week Policy](#)

[EGSC Annual Leave Policy](#)

[EGSC Tobacco and Smoke Free Campus Policy](#)

[EGSC Employee Categories Policy](#)

[EGSC FERPA Mandatory Training Policy](#)

[University System of Georgia Ethics Policy](#)

Below is a sample of evidence that employment policies have, in fact, been implemented. This demonstrates that EGSC follows its policies.

Sample Files Documenting Employment Policy Implementation

Employee Grievance Policy Example:

A staff employee filed a grievance against her supervisor on June 27, 2019, with the Office of Human Resources. The Director of Human Resources manages the process described in the [EGSC Employee Grievance Policy](#), acknowledging receipt of the complaint, referring the complaint to the chair of the Grievance Committee, educating the Grievance Committee on the process, and monitoring the progress of the grievance. The [EGSC Employee Grievance Committee](#) is a standing committee of the President, and the chair and vice chair are elected annually by faculty. The President appoints three additional members to serve on the committee: one faculty and two staff. Per the policy, when a grievance is filed, the Director of Human Resources notifies the chair of the Grievance Committee who then determines whether the complaint qualifies as a grievance, and if so, whether it was filed in a timely manner. In the example provided, the chair determined that both criteria were met, and the chair then notified the complainant and respondent. The Director of Human Resources then met with the Grievance Committee to educate them on the process defined in the policy. The committee then began its review of the grievance, sought and reviewed the reply from the respondent and other relevant information. The chair then scheduled a hearing and notified both parties of their right to appear. At the hearing the committee followed a defined process allowing each party to present their position and allowing the committee to ask questions. At the conclusion of the hearing, the committee made a recommendation to the President concerning whether policies were violated. The President reviewed the file and notified both parties of his decision. See [EGSC Employee Grievance Example](#) for a complete file covering each of the above steps, indicating EGSC followed the process described in the Employee Grievance Policy.

FERPA Mandatory Training Policy Example:

[EGSC FERPA Mandatory Training Policy](#) requires all employees to complete annual FERPA training. Employee compliance training is managed by the Office of Human Resources. Training modules are released in sets throughout the year and employees are generally given approximately one month to complete the set of modules. Human Resources monitors employee completion. See the [Employee Completion Certificate for November 2018 FERPA training](#).

Annual Ethics Policy Training:

The [University System of Georgia Ethics Policy 8.2.18.1.1](#) requires all USG employees to participate in Ethics Policy training and to “periodically” certify compliance with the policy. EGSC requires all new employees to complete the USG Ethics Policy training and all existing employees complete a refresher training. A link to the USG Ethics Policy is contained in the [EGSC Employee Handbook](#), page 2. Training modules are provided by the USG to all institutions. Employee compliance training is managed by the Office of Human Resources. The USG Ethics Policy training module is uploaded to EGSC’s training software, Skillport. The Director of Human Resources sends an email notification of the required training, deadline for completion, and includes a link to the USG Ethics Policy training module on Skillport. Employees access the training via the link provided and complete the training and assessment. Employees receive an immediate test score and option to retake the test if needed. Skillport also provides a Completion Status Report indicating completion and score. The completion reports are sent to the Office of Human Resources. Employees who fail to complete the training will be sent a reminder, with copy to his or her supervisor. Failure to complete the training can result in disciplinary action. See [December 2019 Ethics Training example](#) with Human Resource email notification, screenshot of the Skillport training page, screenshot of the USG Ethics Policy training page, test report and employee completion certificate.

EVALUATION POLICIES AND PROCEDURES FOR ADMINISTRATIVE AND SUPPORT STAFF

The USG Human Resource Administrative Practice Manual: Employee Relations Policy on Performance Evaluations states:

Each institution of the University System of Georgia shall establish a system of performance evaluation for all classified employees. This system of performance evaluation shall be for the purpose of career development and merit pay increase recommendation. All classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but in no case less than once each year.

An employee in his or her provisional period shall be evaluated at least once prior to the completion of the provisional period.

The EGSC Employee Performance Evaluations Policy provides:

... each employee be evaluated on total performance at least once every twelve months. The evaluation is completed by the employee's supervisor, and the employee is provided with a copy of the evaluation. The evaluation will include achievements in the performance of the specific job responsibilities associated with the position as well as expectations for improvements. The performance evaluation is one of the factors in the determination of annual salary increases. As noted for staff employees (in the provisional period), at least one evaluation is completed in the six-month provisional period.

HR initiates and manages the annual performance evaluation process which begins with notification to supervisors of the need for annual performance evaluations. HR sets a due date for completed evaluations. Supervisors are provided with standardized evaluation forms for hourly or salaried employees, as applicable, as well as tips for an Appraisal Meeting which assists in the evaluation process (EGSC HR Tips for an Appraisal Meeting).

Completed performance evaluations are signed by the employee and the evaluator, submitted to Human Resources, and will become part of the employee's personnel record. Employees may respond to the evaluation with written comments.

Sample Files Documenting Implementation of Employee Evaluations

To demonstrate that EGSC complies with its performance evaluation policy, sample evaluations are included.

Sample Evaluations of Full-Time Salaried Employees

- EGSC HR Employee Evaluation Administrative (Salaried) 2016 Example
- EGSC HR Employee Evaluation Administrative (Salaried) 2016 Example

Sample Evaluations of Full-Time Hourly Employees

- EGSC HR Employee Evaluation Staff (Hourly) 2018 Example
- EGSC HR Employee Evaluation Staff (Hourly) 2018 Example

Sample **Provisional** Evaluations of Full-Time Hourly Employees






























- EGSC HR Employee Evaluation Staff (Hourly) Provisional (6months) 2018 Example
- EGSC HR Employee Evaluation Staff (Hourly) Provisional (6months) 2018 Example


































The above employee files provide evidence that EGSC implements its policies regarding the regular evaluation of non-faculty personnel.







CONCLUSION

EGSC, as a USG member institution, has adopted a wide range of policies regarding the appointment, employment and regular evaluation of non-faculty personnel. All of these policies are published on EGSC's Policies and Procedures webpage of the college and in other locations as described above. EGSC, in fact, implements these policies as demonstrated by the examples provided above.

Sources

-  BOR Policy 8.25 Employee Orientation
-  EGSC Affirmative Action Policy and Plan
-  EGSC Amorous Relationships Policy
-  EGSC Annual Leave Policy
-  EGSC Background Investigations Policy
-  EGSC Employee Alcohol and Other Drug Prevention Policy - Copy
-  EGSC Employee Categories Policy
-  EGSC Employee Evaluations Policy
-  EGSC Employee Grievance Committee
-  EGSC Employee Grievance Example
-  EGSC Employee Grievance Policy
-  EGSC Employee Handbook 3-26-19
-  EGSC Employment Applications Policy
-  EGSC Employment Selection Process- Criteria for Employment Policy
-  EGSC Ethics Policy Training Example
-  EGSC FERPA Mandatory Training Policy
-  EGSC FERPA Training Notice and Completion-Example
-  EGSC HR Employee Evaluation Administrative (Salaried) 2016 Example 1
-  EGSC HR Employee Evaluation Administrative (Salaried) 2016 Example 2
-  EGSC HR Employee Evaluation Staff (Hourly) 2018 Example 1
-  EGSC HR Employee Evaluation Staff (Hourly) 2018 Example 2
-  EGSC HR Employee Evaluation Staff (Hourly) Provisional (6months) 2018 Example 8
-  EGSC HR Employee Evaluation Staff (Hourly) Provisional (6months) 2018 Example 9
-  EGSC HR New Hire Packet Bobcat Card Discounts
-  EGSC HR New Hire Packet Employee Quick Guide to OneUSG Connect
-  EGSC HR New Hire Packet Employee Training
-  EGSC HR New Hire Packet Purchasing Card Acknowledgement Forms
-  EGSC HR New Hire Packet Quick Tips Purchasing Guidelines
-  EGSC HR Search Committee Appropriate and Legal Interview Questions - Example

-  EGSC HR Search Committee Ethics and Confidentiality Responsibilities
-  EGSC HR Search Committee Inappropriate and Illegal Interview Questions - Example
-  EGSC HR Search Committee Interview Selection Worksheet
-  EGSC HR Tips for an Appraisal Meeting
-  EGSC Hiring Process for Staff Positions
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC Search Committee Guidelines and Checklist - Staff Positions
-  EGSC Sexual Misconduct Policy
-  EGSC Tobacco and Smoke Free Campus Policy
-  EGSC Work Week Policy
-  Hiring Process Example - Librarian- Candidate Reference Checks
-  Hiring Process Example - Librarian - Job Posting EGSC Website
-  Hiring Process Example - Librarian - Job Posting USG Applicant Clearinghouse
-  Hiring Process Example - Librarian - Job Posting by EGSC Library Director- Georgia Libraries Job
-  Hiring Process Example - Librarian - Rating Sheet and Interview
-  Hiring Process Example - Librarian - Search Committee Confidentiality
-  Hiring Process Example - Librarian -Additional Documents Upon Hire
-  Hiring Process Example - Librarian- Job Posting GA Department of Labor
-  Hiring Process Example - Librarian- HR Checklist for Hire with Documents
-  Hiring Process Example - Librarian- Job Description
-  Hiring Process Example - Librarian- Personnel Action Request-New
-  Hiring Process Example - Librarian- Position Approvals Posting Hire Workflow
-  Hiring Process Example - Records Processor I Additional Documents Signed Upon Hire
-  Hiring Process Example - Records Processor I Candidate Reference Checks by Human Resources
-  Hiring Process Example - Records Processor I Employment Application
-  Hiring Process Example - Records Processor I Employment Offer Letter
-  Hiring Process Example - Records Processor I HR Hire Checklist with Documents
-  Hiring Process Example - Records Processor I HR Personnel Action Request New Hire
-  Hiring Process Example - Records Processor I Hiring Proposal
-  Hiring Process Example - Records Processor I Job Description
-  Hiring Process Example - Records Processor I Job Posting Georgia Department of Labor
-  Hiring Process Example - Records Processor I Job Posting USG Applicant Clearinghouse

-  Hiring Process Example - Records Processor I Job Posting on EGSC Website and Verification by EGSC Human Resources
-  Hiring Process Example - Records Processor I Position Approval Hire Workflow
-  Hiring Process Example - Records Processor I Search Committee Interview Schedule and Rating Sheet with Selection
-  Hiring Process Example -Records Processor I Search Committee Confidentiality and Interview Questions
-  Hiring Process-Example - Librarian - Employment Application
-  Hiring Process-Example - Librarian Hiring Proposal to CBO
-  Hiring Process-Example -Librarian- Human Resources Employment Offer
-  Hiring Process-Example -Librarian- Search Committee Recommendation to Hire
-  USG BOR Policy 8.2.18.1 Ethics
-  USG Board of Regents Policy Manual Section 8.0 Personnel
-  USG Human Resources Administrative Practice Manual
-  USG Human Resources Administrative Practice Manual -Performance Evaluation Policy

6.1

Full-time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The number of full-time faculty employed at East Georgia State College (EGSC) is adequate to support the mission and goals of the institution.

The Mission of EGSC

The mission of EGSC is to be an "associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities."

(See [EGSC Mission Statement](#))

In order to attain this mission, EGSC faculty members are expected to be actively engaged with students in the teaching/learning processes in and beyond the classroom. Although the primary emphasis of the institution is on teaching excellence, EGSC values out-of-the-classroom activities such as offering supplemental instruction through tutoring and leading learning communities in the Academic Center for Excellence (ACE). Faculty also demonstrate teaching excellence through engagement in scholastic and learning-related service activities and professional development. Both service activities and professional growth and development are valued for their connection to the College's mission as a teaching institution:

- Faculty engage in service to the institution that enhances student achievement through career and educational guidance as advisors and sponsors of student clubs and other organizations that may relate to later occupational interests or to future academic careers. Faculty must report these activities on their annual report form. Faculty also support the institution's mission to engage the community through public service and are especially encouraged to engage in public service related to their disciplinary area of expertise.
- Faculty are required to be actively and consistently engaged in professional development related to their chosen fields of expertise and to excellence in teaching. All these areas of faculty responsibility impact and support overall excellence in instruction and mentorship of their students. Faculty work in the scholarship of teaching and learning is particularly valued for professional growth and development and in the promotion and tenure process.

As demonstrated below, EGSC employs an adequate number of full-time faculty members to support this access mission and to enable faculty to meet these expectations.

USG'S DEFINITION OF FULL-TIME FACULTY AND EGSC'S NUMBER OF FULL-TIME FACULTY

EGSC is a member institution of the University System of Georgia (USG). The governing body of the USG is the Board of Regents (BOR).

Full-time Faculty are defined in the USG BOR Policy Manual as members of the Corps of Instruction:

"Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal 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 part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty."

(See USG BOR Policy Manual, Section 3.2.1.1)

According to the most recently available EGSC IPEDS Human Resources Data 2018-19, in Fall 2018 EGSC had 84 full-time faculty members who are members of the Corps of Instruction. This consists of the following:

- 15 Professors
- 26 Associate Professors
- 30 Assistant Professors
- 13 Instructors

This is the same number of full-time faculty members who were members of the Corps of Instruction as in Fall 2014.

EGSC's Fall 2018 enrollment was 2,942. Other state colleges in the USG with similar enrollments in Fall 2018 were South Georgia State College (2,482) and Atlanta Metropolitan State College (2,187). In Fall 2018, for purposes of comparison, South Georgia State College employed 66 full-time faculty members in its Corps of Instruction, and Atlanta Metropolitan State College employed 68 full-time faculty members in its Corps of Instruction.

EGSC'S STUDENT TO FACULTY RATIO

EGSC has an established group of 15 "comparator peers" as the result of a USG project. In July 2016, the USG initiated the project to establish institutional peers for each USG institution. In January 25, 2017, EGSC submitted to the USG a list of 15 "comparator peers" based on the methodology established by the USG. In April 2017, the USG sent to EGSC its approved list of comparator peer institutions.

(See USG Peer Institution Selection Process Email 7-21-2016; EGSC Peer Selection Letter 02-25-2017; EGSC Peer Selection 04-03-2017; USG Peer Institution Selection Process Email 11-22-2016)

Presented in the chart below are these peer comparator institutions and their IPEDS student-faculty ratios from 2014 to 2018:

No.	Institution Name	State	SFR 2018	SFR 2017	SFR 2016	SFR 2015	SFR 2014
EGSC	East Georgia State College	GA	26	26	24	28	28
1	Atlanta Metropolitan State College	GA	16	16	16	18	20
2	Bismarck State College	ND	14	14	14	14	14
3	Centralia College	WA	15	14	15	15	17
4	Clover Park Technical College	WA	21	22	22	22	23
5	Columbia Basin College	WA	18	18	20	20	20
6	Florida Gateway College	FL	17	16	18	14	14
7	Georgia Highlands College	GA	20	21	21	22	21
8	Kent State University at Ashtabula	OH	22	20	23	22	22
9	Kent State University at Tuscarawas	OH	22	22	22	21	21
10	Lake-Sumter State College	FL	24	21	19	19	18
11	Ohio University-Chillicothe Campus	OH	17	13	16	16	20
12	Ohio University-Eastern Campus	OH	14	14	16	21	21
13	Santa Fe College	FL	19	20	23	23	22
14	South Georgia State College	GA	23	22	22	27	28
15	Yakima Valley College	WA	19	17	17	16	19

Similarly, the Southern Regional Education Board (SREB) data shows that the median student to faculty ratio for 2-year institutions in Georgia was 21:1 for 2017.

(See [SREB Fact Book 2019, page 159](#))

Although EGSC is at the high end of the range in the chart above and SREB data described above, EGSC (as discussed below) maintains a reasonably low average class size and has a relatively high number of courses taught by full-time faculty. Also, EGSC's student to faculty ratio has decreased from 2014 to 2018. Also, SREB data shows that during the period from 2013 to 2014 the number of full-time faculty at public 2-year colleges in Georgia decreased by 14.2% (See [SREB Fact Book 2019, page 150](#)). By way comparison, the number of full-time faculty in the Corps of Instruction at EGSC was 84 in Fall 2018 and 84 in Fall 2014.

(See [SREB Fact Book 2019, page 150](#))

In addition to above significant and positive factors concerning the adequacy of EGSC’s full-time faculty, EGSC’s overall average class size is 20.90. The average class size in the two Academic Schools is roughly the same:

- School of Humanities and Social Sciences:21.71
- School of Mathematics and Natural Sciences:20.05

Furthermore, in Fall 2018, 71.7% of EGSC’s courses were taught by full-time faculty. By way of comparison, the percentage of classes taught by full-time faculty by the 9 state colleges in the USG was 55.3%. EGSC had the highest percentage of classes taught by full-time faculty in the state college sector. For the USG, in sum, the percentage of classes taught by full-time faculty was 61.3%.

(See [USG Number and Percent of Courses Taught by Instructor Type, Fall 2018](#))

In addition, EGSC has increased the percentage of its instructional faculty who hold a doctoral degree from Fall 2014 to Fall 2018. In Fall 2014, 24 of EGSC’s instructional faculty (34.3%) held a doctorate. By way of comparison, in Fall 2018, 29 of EGSC’s instructional faculty (37.9%) was in possession of a doctorate.

(See [USG Instructional Faculty by Highest Degree Fall 2014](#); [USG Instructional Faculty by Highest Degree Fall 2018](#))

STUDENT SATISFACTION PROVIDES EVIDENCE OF SUFFICIENCY OF FULL-TIME FACULTY

Satisfaction of EGSC’s students, as evidenced by the results of the Community College Survey of Student Engagement (CCSSE), provides further evidence of adequacy of EGSC’s full-time faculty. Beginning spring semester 2018, EGSC administered the CCSSE each semester. The College receives The Key Finding Report which outlines the findings of the CCSSE. The report provides college-specific data, including benchmark comparisons between the college, top performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. According to the 2018 Key Finding Report, students at EGSC rated their student to faculty satisfaction in five categories. These include active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. As demonstrated in the table below, when compared to the 10% of the top scorers, EGSC relates favorably.

CCSSE Benchmarks	2015		2016		2017		2018		2019	
	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers
Academic Challenge	56.8	56.6	51.6	56.9	56.1	56.1	56.1	57.0	54.2	56.8
Student-Faculty Interaction	59.6	58.9	57.5	59.0	57.5	58.5	59.3	60.1	60.4	60.1
Support for Learners	57.0	59.8	53.8	59.8	54.6	58.4	54.2	60.8	54.7	60.9

FULL-TIME FACULTY HAVE APPROPRIATE CREDENTIALS FOR THE MISSION OF EGSC

In addition to having adequate faculty to support EGSC’s mission, the strong credentials of the faculty provide evidence of adequacy to:

- Provide the quality of excellence expected of faculty in the provision of discipline expertise, effective pedagogy, instructional design, assessment of student learning outcomes achievement, student mentorship and oversight of the curriculum; and,
- support professional development and service at levels that are appropriate for the mission of East Georgia State College.

Requirements for initial appointments at EGSC are consistent with USG BOR requirements, which emphasize SACSCOC accreditation standards:

Minimum Qualifications for Employment

Minimum employment qualifications for all institutions and all academic ranks within these institutions shall be:

1. Consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of activity as a scholar and ability in all other duties assigned;
4. Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and,
5. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

(See Board of Regents Policy Manual Section 8.3.1.2)

As documented in Standard 6.2.a of this Compliance Certification, all full-time and part-time faculty members meet SACSCOC and USG Board of Regents guidelines for appropriate credentials or have legitimate alternative qualifications. The search chair, department chair, deans, and Vice President of Academic and Student Affairs review, verify and certify required credentials occurs prior to hire. The Vice President of Academic and Student Affairs (see Faculty Handbook p. 19) then makes the final approval prior to submitting a formal recommendation to hire memorandum to the President of EGSC. Candidates must perform a teaching demonstration to ensure appropriate fit with the institution's mission (see Faculty Handbook p. 19). EGSC will not employ faculty who do not have credentials from regionally accredited institutions, whose regional accreditors are also recognized by the Council for Higher Education Accreditation (CHEA). In the case of faculty with credentials from foreign institutions, the institution requires that the transcripts be validated by World Education Services (WES) or other appropriate service.

Faculty credentials are reviewed and updated each semester by academic unit administrators to ensure for accuracy of match with credentials for each course taught by individual faculty. All faculty credentials are validated for response to the faculty position description and faculty handbook and USG BOR requirements for teaching, service and professional development expectations throughout the search process and prior to employment at EGSC.

Additionally, faculty must annually submit updated electronic copies of their vitae that reflect their accomplishments throughout the year as part of their annual performance review process. These vitae are kept on file in Human Resources, as required by the USG BOR Human Resources Administrative Practice Manual Employee Personnel Records, and in the Office of the Vice President for Academic and Student Affairs. The annual updates also include requirements to send transcripts where additional credentials have been earned. The annual evaluation process ensures continuing quality in the areas of teaching excellence, service and professional growth and development, which are all further addressed below.

The profile of EGSC faculty members meets requirements for credentials set forth by the USG BOR for State Colleges and by SACSCOC for instructors teaching undergraduate transfer courses. Given the institution's focus on delivery of transfer courses in the first two years and the remote location of its main campus in rural Georgia, the distribution of faculty with terminal degrees is appropriate. For Fall semester 2018, 37.9% of EGSC faculty members held a doctorate. This number has increased 5.4% from 34.3% in Fall 2014.

(See USG Instructional Faculty by Highest Degree Fall 2014; USG Instructional Faculty by Highest Degree Fall 2018)

NUMBER OF EGSC FULL-TIME FACULTY MEMBERS IS SUFFICIENT TO MEET BOTH CLASSROOM INSTRUCTION NEEDS AND TEACHING NEEDS BEYOND THE CLASSROOM

Full-time faculty members fulfill the expectations stated in the EGSC mission to enhance access to transfer pathways and collaborative occupational programs through their in-classroom instruction. They are also engaged in significant teaching beyond the classroom. The following demonstrates important and continuous engagement beyond the classroom by EGSC's full-time faculty.

Faculty-led Study Abroad Program

EGSC sponsors study abroad activities. Faculty participants in EGSC's study abroad programs teach, supervise, and organize activities both in Costa Rica and Italy. The Director of the Study Abroad Program is a full-time faculty member who receives one course release per term to develop contacts abroad and help faculty organize projects. A total of 5 full-time faculty members have engaged in this work over the last two years.

Faculty-led Supplemental Instruction in the Academic Center for Excellence

EGSC maintains an Academic Center for Excellence on its Swainsboro campus and at each of its instructional sites (Statesboro and Augusta). Faculty at all three locations are engaged in teaching beyond the classroom through leading learning communities for students in particular courses in the Academic Center for Excellence (ACE). Faculty who teach basic skills courses in Area A of the core curriculum and/or courses in Area D (Math and Science) of the core curriculum also dedicate time as tutors in the ACE. The chart below summarizes faculty involvement in this aspect of out-of-classroom teaching activities:

Campus/Off-Campus Instructional Site	Faculty in the ACE Spring 2018	Faculty in the ACE Fall 2018	Faculty in the ACE Spring 2019
Swainsboro	5 (14 % of faculty on site)	7 (19 % of faculty on site)	4 (11 % of faculty on site)
EGSC-Statesboro	4 (13 % of faculty on site)	7 (23 % of faculty on site)	9 (30 % of faculty on site)
EGSC-Augusta	4 (36 % faculty on site)	4 (36 % faculty on site)	4 (36 % faculty on site)

This work has been instrumental in ensuring student success. The chart below illustrates student success rates in courses in areas for which students received additional help in the ACE:

	Term	Student Visits	Ace Usage (Minutes)	Student Success Rates
Swainsboro	Spring 2018	1166	31,031	72.0%
	Fall 2018	1053	35,105	68.68%
	Fall 2019	125	118,235	70%
Statesboro	Spring 2018	1982	54,888	74.0%
	Fall 2018	2789	119,843	70.66%
	Fall 2019	2900	83,284	73.2%
Augusta	Spring 2018	321	6541	83.8%
	Fall 2018	953	39,817	73.91%
	Fall 2019	2019	89,968	74.4%
Overall	Spring 2018	3469	92,460	76.6%
	Fall 2018	4795	194,762	71.08%
	Fall 2019	6184	291,487	72.5%

Note: student success rates are determined by the percentage of students earning a grade of C or above in the courses for which they sought assistance in the ACE, which is in keeping for requirements to pass Area A basic skills courses in the core curriculum.

Faculty Mentors for Undergraduate Research

EGSC faculty demonstrate teaching excellence through mentorship of student undergraduate research projects. As one example, the EGSC bachelor's degree in Biology requires a capstone undergraduate research experience. EGSC faculty engage with students conducting research on the more than 200 acres of forest lands on which the Swainsboro Campus is situated.

Faculty Leadership of Honor Societies that Engage in Research and Service

Full-time EGSC faculty engage members of honorary organizations in research and service projects. For example, EGSC has a chapter of Phi Theta Kappa. The national organization requires, as a condition of membership, that student members complete a research and service project each year. Phi Theta Kappa currently has 52 members and a full-time faculty member as sponsor, who receives one course release per year for his leadership.

Faculty Advisors and Mentors for EGSC Publications

Full-time EGSC faculty serve as advisors for student editors and as sponsors for the following publications:

- *The Wiregrass*, an annual literary and arts journal; and,
- The *Hoopee Bird*, the EGSC student newspaper.

NUMBER OF EGSC FULL-TIME FACULTY MEMBERS IS SUFFICIENT TO MEET FACULTY GOVERNANCE AND FACULTY SERVICE NEEDS

Curricular Development/Approval

According to USG BOR policy, faculty have primary responsibility for the content, quality and effectiveness of the curriculum:

"3.2.3: Faculty Meetings, Rules and Regulations

The faculty, or the council, senate, assembly, or such other comparable faculty governance body, 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. Make statutes, rules, and regulations for students regarding admission, suspension, expulsion, classes, courses of study, the learning environment, and requirements for graduation; and
4. Make regulations necessary or proper for the maintenance of high educational standards.”

(See [USG Board of Regents Policy Manual Section 3.2.3](#))

EGSC has sufficient full-time faculty members to meet the requirements of USG policy concerning responsibility for curriculum. For example, each of EGSC’s 15 Associate Degrees with Disciplinary Distinction, the AA in Core Curriculum, the Certificate in Digital Photography, and each of the three baccalaureate programs have a qualified, full-time faculty member who serves as program coordinator (see [Standard 6.2.c](#) for Program Coordinators charts, including job descriptions, credentials/experience, and vitae).

Full-time Faculty Service on EGSC Governance Committees for Curriculum and Academic Policies

EGSC faculty also fulfill and discharge their duty to develop and approve the curriculum through service in our system of shared governance, according to which policies are developed and recommended to EGSC’s President by EGSC’s Academic Policies and Curriculum Committee (APCC), a subcommittee of the Faculty Senate, and the Faculty Senate itself. The purview of the APCC includes all academic policies and curricular proposals, changes, and revisions enacted at EGSC. The membership of the APCC includes the Vice President for Academic and Student Affairs, the Deans of the two Academic Schools, a faculty representative from mathematics and natural sciences, a faculty member from the social sciences, a faculty member from the humanities, and the president of the Student Government Association at EGSC. Following approval from the APCC, curricular proposals and academic policies are routed to the Faculty Senate, composed of six senators elected from the two schools and one at-large senate elected from the faculty, as a whole. Eligibility for election as a faculty senator is determined by membership in the Corps of Instruction. The APCC and the Faculty Senate hold regular meetings throughout the academic year (see [EGSC Faculty Senate Bylaws](#) for the membership of the APCC and the Faculty Senate and the [Institutional Statutes of EGSC](#) for the current membership; and sample minutes showing APCC and/or Senate reviews in the supporting documentation).

Faculty Service on Statewide Committees

EGSC full-time faculty members serve as members of the [USG Regents’ Advisory Committees \(RACs\)](#). This work informs statewide requirements and policies related to academic disciplines and/or work in advisement and related areas. A list of [EGSC appointees to the disciplinary RACs](#) is included in the supporting documentation.

Faculty Service on EGSC Committees

In addition, EGSC full-time faculty serve on many college-wide committees. These committees function as part of the shared governance structure of EGSC and are defined in the Institutional Statutes. There are currently forty-eight active college-wide committees whose membership consists largely of full-time faculty members with staff and student representation as appropriate (see the [Institutional Statutes of EGSC](#) in the supporting documentation for the membership lists for 2018-2019).

Service by Full-time Faculty Members as Advisors

Advisement by EGSC full-time faculty members is a key component of service in the annual faculty evaluation process (see the [annual faculty report form](#) and the [supervisor evaluation form](#) in the supporting documentation). EGSC’s faculty are all engaged as advisors for students

who have declared majors. In fulfilling this advising function, EGSC faculty are supported by the following:

- Professional advisors who advise students in need of learning support until they exit the co-requisite courses in Area A of the core curriculum.
- A professional advisor for athletes who ensures that students maintain the required hours and GPA to comply with athletic eligibility and ongoing academic standards. Athletes, however, are also advised in the major by a faculty advisor.
- A professional advisor (program director) for the CHOICE students, who participate in a grant-funded, non-credit, continuing education certificate program for students with intellectual disabilities.
- A full-time Dual Enrollment Coordinator. Faculty serve as instructors and mentors for students in the Dual Enrollment Program and directly advise students that have declared a major, but the coordinator recruits students and communicates with high school counselors to ensure that high school requirements are also met.

These additional staff members complement the cadre of advisement professionals at EGSC and enable EGSC faculty members to better advise students for the majors.

EGSC faculty advisors have manageable advisement loads, as shown in the advisee assignment chart, and EGSC has sufficient faculty to meet advisement needs.

Service as Student Club and/or Organization Sponsors

EGSC full-time faculty members also serve as sponsors to various student organizations and clubs on campus, as shown by the list of clubs and their faculty sponsors in the supporting documentation. Faculty sponsors spend time with student club members in meetings, special activities and awards banquets. EGSC has 21 faculty who serve as sponsors for 32 clubs, some advising multiple student clubs and organizations.

Other Service Activities

Full-time faculty members are also fully engaged in service to the community and to state, national, and international professional organizations. Highlights of service by faculty in the Academic Schools include the following:

EGSC Faculty Service Activity Summary 2017-2020

	School of Humanities and Social Sciences	School of Mathematics and Natural Sciences
Total Number of Faculty Service on Committees	75	134
Total Community Service Activities	96	118

Note: The table includes service on EGSC and USG committees. It does not include numerous instances of faculty service to EGSC that does not fall under a committee assignment.

NUMBER OF EGSC FULL-TIME FACULTY MEMBERS IS SUFFICIENT TO ENABLE FULL-TIME FACULTY TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT

EGSC faculty members carry a teaching load of 15-16 credit hours. As stated above, EGSC's promotion and tenure policy, the annual evaluation process and the faculty handbook outline expectations for professional development. As a state college in the USG, and a predominantly associate degree-granting institution, EGSC aligns its expectations for professional development with the emphasis on excellent instruction. Therefore, faculty develop annual plans in

conjunction with their supervisor for professional development that may incorporate attendance at professional workshops in their discipline or focused on excellent teaching and learning, presenting peer-reviewed papers at professional conferences, conducting and presenting research in the Scholarship of Teaching and Learning, along with other activities. While EGSC does not emphasize the need to publish in top-tier journals, many EGSC faculty are productive as scholars, and many involve their students in their research. Despite maintaining a 15-16 credit hour teaching load, EGSC faculty have produced peer-reviewed scholarly publications, including monographs, attended many state and/or national conferences and taken certification and/or other continuing education, as illustrated by the chart below.

The 2018-2019 annual report of individual EGSC full-time faculty illustrates the involvement of full-time faculty members in scholarship and professional development. The list excludes works in progress and publications or projects that were not peer-reviewed. The following charts provide summative information for each Academic School:

College of Mathematics and Natural Sciences

Peer-Reviewed Publications	Presentations and State and National Conferences	Courses Taken	State/National Conferences Attended
14	28	36 (counting full-term FOCI course through the University of Texas Dana Center as only one instance for 14 faculty members)	81

College of Humanities and Social Sciences

Peer Reviewed Publications and/or Exhibitions	Presentations and State and National Conferences	Courses Taken	State/National Conferences Attended
30	48	42 (does not count webinars)	99

The data above does not include reference to professional development activities that are held on the EGSC campus. Among those activities offered on site that support professional development, and that also strengthen our efforts with regard to excellence in teaching and learning, are:

Center for Excellence in Teaching and Learning Workshops

These are available online and across all EGSC instructional sites. (See [Standard 6.5](#)).

Faculty Leaders of Faculty Learning Communities: The Chancellor's Learning Scholars










Five full-time faculty serve as Chancellor's Learning Scholars and lead other faculty in professional development related to teaching and learning. In addition to the five faculty leaders who serve as Chancellor's Learning Scholars, 26 faculty from EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta are participating.

CONCLUSION

As demonstrated above, EGSC employs an adequate number of full-time faculty members to support its mission and goals as an associate degree dominant access institution serving an economically challenged region of the State of Georgia. EGSC's number of full-time faculty members have remained stable while the number of full-time faculty at comparable institutions is decreasing. In addition, EGSC's average class size has remained small, the percentage of its courses taught by full-time faculty remains high, the number of its faculty who hold doctoral degrees is increasing, student satisfaction remains high and faculty have sufficient supporting resources to enable them to meet their in-class and out-of-class responsibilities.

Sources

-  Advisee Assignment Chart
-  BOR 3.2 Faculties
-  BOR 3.2.3 Faculty Meetings, Rules, and Regulations
-  EGSC CCSSE 2019 Executive Summary 2019
-  EGSC CCSSE Key Findings 2015
-  EGSC CCSSE Key Findings 2016
-  EGSC CCSSE Key Findings 2017
-  EGSC CCSSE Key Findings 2018
-  EGSC Faculty Annual Report Form
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 19)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 27)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 37)
-  EGSC Faculty Senate Bylaws 2-7-20
-  EGSC Hoopee Bird November 2019
-  EGSC IPEDS_Human_Resources_Data 2018-19
-  EGSC IPEDS_Human_Resources_Data 2018-19 (Page 38)
-  EGSC Mission Statement Webpage
-  EGSC Peer Selection - 04-03-2017
-  EGSC Peer Selection Letter 02-25-2017
-  EGSC Regents Advisory Committee Representation 2019
-  EGSC Statutes 2-20-20
-  EGSC Wiregrass Literary and Arts Journal 2019
-  SREB 2019 Factbook (Page 150)
-  SREB 2019 Factbook (Page 159)
-  USG Board of Regents Advisory Committees EGSC Representatives
-  USG Board of Regents Policy Manual 8.3.1.2 Minimum Qualifications for Employment
-  USG Chancellor's Learning Scholars
-  USG Faculty by Rank Fall 2014
-  USG Faculty by Rank Fall 2018

-  USG Fall 2018 Semester Enrollment Report for the USG
-  USG Human Resources Administrative Practice Manual Employee Personnel Records
-  USG Instructional Faculty by Highest Degree Fall 2014
-  USG Instructional Faculty by Highest Degree Fall 2018
-  USG Instructional Faculty by Rank Fall 2014
-  USG Instructional Faculty by Rank Fall 2018
-  USG Number and Percent of Courses Taught by Instructor Type, Fall 2014
-  USG Number and Percent of Courses Taught by Instructor Type, Fall 2018
-  USG Peer Institution Selection Process Email 11-22-16
-  USG Peer Institution Selection Process Email 7-21-16

6.2.a**Faculty Qualifications**

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

The faculty of East Georgia State College (EGSC) are qualified to teach the courses they are assigned. The EGSC faculty are organized into two schools, the School of Humanities and Social Sciences and the School of Mathematics and Natural Sciences.

Presented under Credentials below are two links, the Faculty Credentials Table and the Faculty Roster Form. In the electronic version of the compliance certification, both links may be used to review the transcripts, vita, and course syllabi of faculty members. In both the Credentials Table and the Roster Form, the faculty are listed in alphabetical order by last name, with the names of individual faculty linked to the documents that support their qualifications.

Credentials

- [Faculty Credentials Table](#)
- [Faculty Roster Form](#)

6.2.b

Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) offers 15 associates degree programs with disciplinary distinction, one associate of arts in the core curriculum, three bachelor's degree programs, and one certificate program. For each of these educational programs, EGSC employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity and review.

The narrative below first describes EGSC's overall number of full-time faculty. The narrative next addresses how oversight of those faculty are organized to ensure program quality, integrity and review. The narrative then addresses the sufficiency of EGSC's full-time faculty in each of its educational programs.

The Mission of EGSC

EGSC is an institution focused on providing access to higher education in an economically challenged region of Georgia. EGSC provides instruction at the main campus in Swainsboro, Georgia, and at two off-site instructional facilities in Augusta, Georgia, and Statesboro, Georgia. Also, EGSC offers dual enrollment courses at high schools in the region. EGSC's mission is as follows:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC Mission Statement](#))

USG'S DEFINITION OF FULL-TIME FACULTY AND EGSC'S NUMBER OF FULL-TIME FACULTY

Full-time Faculty

Full-time Faculty are defined in the Board of Regents Policy Manual as members of the Corps of Instruction:

"Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal 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 part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty.”

(See [BOR Policy Manual 3.2.1.1](#))

According to the most recently available USG data (Fall 2018), EGSC had 84 full-time faculty members who were members of the Corps of Instruction. This consists of the following:

- 15 Professors
- 26 Associate Professors
- 30 Assistant Professors
- 13 Instructors

(See [USG Number and Percent of Courses Taught by Instructor Type, Fall 2018](#))

This is the same number of full-time faculty members who were members of the Corps of Instruction as in Fall 2014. (See [USG Number and Percent of Courses Taught by Instructor Type, Fall 2014](#))

EGSC’s Fall 2018 enrollment was 2,942. Other state colleges in the USG with similar enrollments in Fall 2018 were South Georgia State College (2,482) and Atlanta Metropolitan State College (2,187). In Fall 2018, South Georgia State College employed 66 full-time faculty members in its Core of Instruction and Atlanta Metropolitan State College employed 68 full-time faculty members in its Core of Instruction.

EGSC’s student to faculty ratio (using the IPEDS calculation method) was 26:1 for 2018. Although this is at the high end of the range for EGSC’s comparator institutions (See [Section 6.1 of this Compliance Certification](#)), EGSC maintains a low average class size and has a high number of courses taught by full-time faculty. Also, EGSC’s student to faculty ratio has decreased from 2014 to 2018. SREB data shows that during the period from 2013 to 2014 the number of full-time faculty at public 2-year colleges in Georgia decreased by 14.2% (See [SREB Fact Book 2019, page 136](#)). By way of comparison, the number of full-time faculty in the Corps of Instruction at EGSC was 84 in Fall 2018 and 84 in Fall 2014.

EGSC’s overall average class size is 20.90. The average class size in the two Academic Schools is roughly the same:

- School of Humanities and Social Sciences:21.71
- School of Mathematics and Natural Sciences:20.05

In Fall 2018, 71.7% of EGSC’s courses were taught by full-time faculty. By way of comparison, the percentage of classes taught by full-time faculty by the 9 state colleges in the USG was 55.3%. EGSC had the highest percentage of classes taught by full-time faculty in the state college sector. For the USG as a whole, the percentage of classes taught by full-time faculty was 61.3%.

(See [USG Number and Percent of Courses Taught by Instructor Type, Fall 2018](#))

In addition, EGSC has increased the percentage of its instructional faculty who hold a doctoral degree from Fall 2014 to Fall 2018. In Fall 2014, 24 of EGSC’s instructional faculty (34.3%) held a doctorate. By way of comparison, in Fall 2018, 29 of EGSC’s instructional faculty (37.9%) held a doctorate.

(See [USG Instructional Faculty by Highest Degree Fall 2014](#); See also [USG Instructional Faculty by Highest Degree Fall 2018](#))

For purposes of the analysis in this section of EGSC's Compliance Certification, EGSC full-time faculty include faculty who are engaged in curriculum oversight and are appropriately credentialed administrators with faculty status who are employed full-time, but whose teaching loads may be less than the typical full-time instructional faculty's teaching loads because of their administrative duties (e.g., program directors, department chairs, deans, vice presidents, etc.).

WORKLOAD OF EGSC FULL-TIME FACULTY

The EGSC Faculty Handbook (See EGSC Faculty Handbook, p. 21-22) defines the workload policy for full-time instructional faculty members as a 15-16 credit hour teaching load per semester, but "adjustments in the faculty load may be made by the vice president for academic and student affairs when necessary with the approval of the president and when budget and availability of personnel permit." Consequently, teaching loads may vary among the Academic Schools and programs and their faculty to accommodate differing levels of engagement in professional growth and development activities, service and administrative expectations.

ORGANIZATION OF EGSC'S FULL-TIME FACULTY

EGSC's "Educational Programs" are its degree programs, as defined in the SACSCOC *Resource Manual for the Principles of Accreditation* and listed in the Institutional Summary Form for Commission Analysis. EGSC's educational programs contain a substantial general education component called the core curriculum, which is the same for all degree programs. It is comprised of a multi-disciplinary mix of courses from different academic disciplines. In addition to the core curriculum, the disciplinary distinction for each of EGSC's associate degrees with disciplinary distinction consists of courses chosen to provide focus in that particular disciplinary area (known as Area F courses within the USG). However, these courses may involve a mix of courses from that particular discipline and other disciplinary areas. Consequently, the program coordinator for each of EGSC's degree programs is identified according to the disciplinary area which is the focus of that degree program. (See Academic Discipline Coordinator) In assigning program coordinators, EGSC matches faculty with appropriate credentials in that area to assure the quality, integrity and review of each curricular area.

EGSC's educational programs are delivered through two schools, the School of Humanities and Social Sciences and the School of Mathematics and Natural Sciences. Each school is led by a dean. At EGSC, the deans of the two schools are selected by search committees and approved by the VPASA and the President. The deans are carefully selected because of their credentials, experience and other characteristics that are important for the position. The deans manage the college faculty and have direct oversight of the academic programs within EGSC. See Dean of Humanities and Social Sciences and Dean of Math and Science)

Within these two schools, EGSC delivers 15 associate degree programs with disciplinary distinction, one Associate of Arts in the Core Curriculum, 3 bachelor's degree programs and one certificate program. Oversight of those programs is organized as follows to assure curriculum and program quality, integrity and review:

- In the School of Humanities and Social Sciences, Academic Coordinators (one for Swainsboro and one for Statesboro) and a Director of Fire and Emergency Services Administration, assist the dean in the management and assessment of faculty. These Academic Coordinators and the Director have both administrative and faculty roles, and responsibilities include classroom instruction, management of faculty, course scheduling, annual faculty evaluations and teaching observations.
- In the School of Mathematics and Natural Sciences, Department Chairs (Biology and Math) and a Director of Nursing assist the dean in the management and assessment

duties associated with faculty. These department chairs and the Nursing Director have both administrative and faculty roles, and responsibilities include classroom instruction, management of faculty, course scheduling, annual faculty evaluations and teaching observations.

In addition to the above administrative roles in each of the college's two schools, EGSC designates a Program Coordinator to direct the faculty who teach within the degree programs or academic areas of distinction offered at the College. The Program Coordinators are responsible for communicating with faculty, keeping faculty apprised of educational trends, and composing and submitting the Annual Report for the academic programs. The table below illustrates this arrangement. In the case of the two disciplinary areas in which EGSC offers both an associate and a bachelor's degree, the same faculty member is the program coordinator for both degree programs in that area.

East Georgia State College School of Humanities and Social Sciences Program Coordinators, Full-Time Faculty, Students, and Degrees Awarded by Program				
Department	Program Coordinator	FY 2020 Full-Time Faculty	Fall 2019 Students*	Fall 2019 Degrees Awarded
Art and Digital Photography	Desmal Purcell	1	72	4
Business Administration	Natasha Goss	2	334	6
Communication Arts	Mark Hovind	3	44	0
Core Curriculum	Jimmy Wedincamp Carlos Cunha	27	1219	40
Criminal Justice	Brittany Strickland	1	145	2
Elementary Education	Amelia Simmons	1	195	2
English	Julie Strickland	16	26	1
Fire and Emergency Services	Beverley Walker	1	AA - 13 BA - 27	1 1
History	Thomas Upchurch	7	22	0
Political Science	Brett Larson	5	21	1
Psychology	Tori Kearns	4	168	14
Recreation	Walt Mason	2	22	0
Sociology	Harry Vogel	3	32	4
School of Mathematics and Natural Sciences Program Coordinators, Full-Time Faculty, Students, and Degrees Awarded by Program				
Biology	David Chevalier	8	AS - 216 BS - 71	1 1
Chemistry	Paul Cerpovicz	1	25	1
Math	Da'Mon Andrews	14	58	0
Nursing	Linda Upchurch	2	21	7

*There is a slight variation from the USG Enrollment Report of 10 students due to the census reporting deadlines for Fall 2019.

For EGSC's Associate of Arts in Core Curriculum program, the Deans serve as the co-program coordinators.

Instructional Delivery by Location and Mode

EGSC does not deliver all of its degree programs in full at each of its off-campus instructional sites. EGSC offers its full range of degree programs only on its Swainsboro Campus. EGSC is, however, methodically adding courses at its Statesboro and Augusta off-campus instructional sites. Consequently, some of the Area F courses required for particular degrees are offered in

Statesboro and Augusta. The locations of current degree program delivery are outlined as follows:

- EGSC offers the full range of its certificate, associate and baccalaureate programs on the main campus in Swainsboro.
- EGSC also has off-campus instructional sites in Statesboro, GA and in Augusta, GA. Currently, no EGSC degree programs are fully available in Augusta, due to the unique nature of our partnership with Augusta University (AU), whereby EGSC prepares students for transfer after 30 credit hours to AU. EGSC-Augusta students have access to general education courses and to other courses via Distance Education offerings which are detailed below for each curriculum area.
- A similar situation exists in EGSC-Statesboro, where students can complete the Associate of Arts in the Core Curriculum, the AA in Sociology, the AS in Biology, and/or the AA in Psychology in residence. EGSC-Statesboro students also have access to courses offered via Distance Education. Most of the demand on the off-campus instructional sites are for general education courses.
- EGSC also has partnerships with regional high schools, some of which are approved as off-campus instructional sites. At this point in time, a student may not earn 25% or more of the credits toward any degree at any one of EGSC's off-campus instructional sites for dual enrollment students. These students have access to offerings via Distance Education.
- Distance Education offerings at EGSC include individual courses as well as an online Associate of Arts degree, an online Associate of Arts and Bachelor of Arts in Fire and Emergency Services Administration and an online RN-BSN Bridge Program.

EGSC HAS A SUFFICIENT NUMBER OF FULL-TIME FACULTY MEMBERS IN EACH OF ITS EDUCATIONAL PROGRAMS TO ENSURE CURRICULUM AND PROGRAM QUALITY, INTEGRITY AND REVIEW

Presented below, for each educational program, is an analysis of: (1) average class size, (2) percent of courses taught by full-and part-time faculty broken down by instructional site and mode of delivery, including Distance Education and Dual Enrollment, and (3) average full-time faculty workload broken down by instructional site and mode of delivery, including Distance Education and Dual Enrollment.

This analysis is focused on the following academic years, excluding summer semesters: 2017-2018, 2018-2019, and Fall 2019. This time period coincides with the academic year where EGSC began to offer associate degrees with disciplinary distinction. In all cases, EGSC has a sufficient number of full-time faculty to ensure curriculum and program quality, integrity and review.

Programs in the School of Humanities and Social Sciences

Curriculum in the Discipline Area of Art (AA in Art/Cert. in Digital Photography)

EGSC has sufficient full-time faculty for the AA in Art and Certificate in Digital Photography to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to these programs:

- The average class size for courses in these programs has been under 15 students across all sites and modes of delivery. (See [EGSC AA Art – Average Course Size by Location](#))
- Full-time faculty teach 100 percent of the courses offered in this program. (See [EGSCAA Art – Percent of Courses Taught by Faculty Type by Location](#))
- The average workload for the full-time faculty member over the last two reporting periods has been more than the full-time workload as set forth by the EGSC Faculty Handbook. (See [EGSC AA Art – Faculty Workload by Location](#)). Although the faculty

member has had workloads for the last two reporting periods that exceeded the standard workload, these overloads have often been the result of last-minute cancellations by part-time instructors who teach introductory art courses that can be taken by all students regardless of academic major. Effective Spring 2020 and thereafter, EGSC recently added two additional part-time faculty members to further support the delivery of this program at its Swainsboro and Statesboro instructional sites.

Curriculum in the Disciplinary Area of Business Administration

EGSC has sufficient full-time faculty for the AS in Business Administration to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. The following data points support this judgement:

- The average class size is typically under 32 students across all sites and modes of delivery. (See [EGSC AS Business Administration – Average Class Size by Location](#))
- Full-time faculty taught above 80% of courses during all reporting periods. (See [EGSC AS Business Administration – Percent of Courses Taught by Faculty Type by Location](#)) The data indicate a drop in the percentage of full-time faculty teaching on the Swainsboro campus during 2018-2019. This is the result of a full-time faculty member from the Swainsboro campus teaching program courses on the Statesboro site. Also, the data for Fall 2019 indicates that 100% percent of the courses (actually, 6 credit hours) on the Statesboro site were taught by a part-time faculty member. It should be noted that a full-time faculty member in Statesboro retired at the end of Fall 2018, and EGSC continues to actively seek candidates to fill this full-time position.
- Full-time faculty workloads are slightly above the norms set by the EGSC Faculty Handbook and reflect an average of 16.4 credit hours. (See [EGSC AS Business Administration – Faculty Workload by Location](#)) As mentioned above, the retirement of a full-time faculty member in Statesboro has necessitated an increase in the faculty workload for Fall 2019 as EGSC actively seeks to fill the full-time position at the Statesboro site.

Curriculum in the Disciplinary Area of Communication Arts

EGSC has sufficient full-time faculty for the AA in Communication Arts to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is typically under 30 students across all sites and modes of delivery. (See [EGSC AA Communication Arts – Average Class Size by Location](#))
- Full-time faculty teach over 80 percent of the course offerings in this program. This is true of all locations including off-campus instructional sites and modes of delivery, including *Distance Education*. (See [EGSC AA Communication Arts – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are slightly above the norms set by the EGSC Faculty Handbook and reflect an average of 16.6 credit hours. (See [EGSC AA Communication Arts – Faculty Workload by Location](#)) The additional 0.6 credit hour reflects, at most, one overload for one or more faculty members during each reporting period.

Curriculum in the Disciplinary Area of Core Curriculum

The Associate of Arts Degree in the Core Curriculum is a multidisciplinary program of study that is subdivided into the core areas A through E (42 credit hours). Students must also complete Area F (18 credit hours), which consists of lower division course requirements related to the major field of study. Students completing the five areas (A-E) in the approved core and Area F at East Georgia State College may transfer the hours to any institution at the University System

of Georgia (USG) without loss of credit. This transferability is guaranteed by the Board of Regents of the USG.

EGSC has sufficient full-time faculty for the AA in Core Curriculum to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is approximately 25 students across all sites and modes of delivery. (See [EGSC AA Core Curriculum – Average Course Size by Location](#))
- Full-time faculty deliver approximately 75% of the courses. (See [EGSC AA Core Curriculum – Percent of Courses Taught by Faculty Type by Location](#)) As illustrated by the chart, full-time faculty also teach the overwhelming majority of the courses on Swainsboro, the off-campus instructional sites at EGSC-Augusta, EGSC-Statesboro, Dual Enrollment Sites, and Distance Education classes.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Core Curriculum – Faculty Workload by Location](#))

Curriculum in the Disciplinary Area of Criminal Justice

- EGSC has sufficient full-time faculty for the AA in Criminal Justice to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:
- The average class size is under 22 students across all sites and modes of delivery. (See [EGSC AA Criminal Justice – Average Course Size by Location](#))
- Full-time faculty delivered 85% of all courses. (See [EGSC AA Criminal Justice – Percent of Courses Taught by Faculty Type by Location](#)). It should be noted that one course delivered on EGSC-Statesboro in each term since fall 2016 has been taught by a part-time faculty member. EGSC-Statesboro students have access to online courses taught by full-time faculty. The program can only be completed on the Swainsboro campus.
- The full-time faculty member's workload is illustrated by [EGSC AA Criminal Justice – Faculty Workload by Location](#). EGSC has taken steps to reduce the full-time faculty member's workload to 15 credit hours as indicated by the workload for Fall 2019.
- EGSC has sufficient full-time faculty for the AA in Elementary Education to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Note that a full-time faculty member who also fulfills some administrative duties is indicated in the charts that follow as PT Admin. Specifically, with respect to this program.

Curriculum in the Disciplinary Area of Elementary Education

- The average class size is under 21 students across all sites and modes of delivery. (See [EGSC AA Elementary Education – Average Course Size by Location](#))
- 100% of the course offerings were taught by full-time faculty members and/or full-time faculty members with limited administrative duties, except for Fall 2019. (See [EGSC AA Elementary Education – Percent of Courses Taught by Faculty Type by Location](#)) This change in workload was the result of two full-time faculty members being promoted to senior level administrative positions at EGSC in July 2019 right before the start of the Fall 2019 semester.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Elementary Education – Faculty Workload by Location](#))

Curriculum in the Disciplinary Area of English

EGSC has sufficient full-time faculty for the AA in English to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is under 28 students across all sites and modes of delivery. (See [EGSC AA English – Average Course Size by Location](#))

- Approximately 80% of the course offerings were taught by full-time faculty members. (See [EGSC AA English – Percent of Courses Taught by Faculty Type by Location](#))
 - The exceptions included the Statesboro instructional site and offerings via *Distance Education*, both of which declined in the percent of courses taught by full-time faculty during Fall 2019, in response to meeting student demand for courses in English and Composition I.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA English – Faculty Workload by Location](#))
- It should be noted that a gradual increase in full-time faculty workload has occurred as EGSC seeks to respond to the University System of Georgia's Momentum Year project, which requires students to complete English within the first 30 credit hours. Additionally, the Momentum Year Initiative requires that developmental education courses be offered via a co-requisite model. These courses represent one credit hour within the faculty load and are attached to the credit-bearing course offered. This has pushed the overall faculty load up slightly over the limits in the Faculty Handbook. The College is developing innovative models for scheduling Learning Support so that fewer faculty may be involved in the delivery of the courses, but in the wake of the implementation of Momentum Year initiatives, workloads have increased slightly.

Curriculum in the Disciplinary Areas of Fire and Emergency Services Administration

This discipline area provides courses for the associate and bachelor's degree programs in Fire and Emergency Services Administration (FESA). EGSC has sufficient full-time faculty for both the AA and BA in Fire and Emergency Services Administration to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. The FESA curriculum is offered 100 percent via distance education. One full-time faculty member teaches this curriculum and has part-time administrative duties for FESA program administration and is indicated in the charts that follow as PT Admin who delivers the majority of FESA courses. The College has hired additional part-time faculty members for 2019-2020 to reduce the full-time faculty member's load to 9 credit hours per term to allow her to direct the program. Specifically, with respect to AA in FESA program:

- The average class size is under nine students across all sites and modes of delivery. (See [EGSC AA Fire and Emergency Services – Average Course Size by Location](#))
- 58.1% of the course offerings were taught by the full-time faculty member with limited administrative duties. (See [EGSC AA Fire and Emergency Services – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Fire and Emergency Services – Faculty Workload by Location](#))

Specifically, with respect to BA in FESA program:

- The average class size is under eight students across all sites and modes of delivery. (See [EGSC BA Fire and Emergency Services – Average Course Size by Location](#))
- 60.5% of the course offerings were taught by one full-time faculty members with limited administrative duties. (See [EGSC BA Fire and Emergency Services – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC BA Fire and Emergency Services – Faculty Workload by Location](#))

Curriculum in Discipline Area of History

EGSC has sufficient full-time faculty for the AA in History to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Note that two full-time faculty

members who also fulfill some administrative duties are indicated in the charts that follow as PT Admin (effective Fall 2019). Specifically, with respect to this program:

- The average class size is under 28 students across all sites and modes of delivery. (See [EGSC AA History – Average Course Size by Location](#))
- Full-time faculty delivered 81.4% of all courses. (See [EGSC AA History – Percent of Courses Taught by Faculty Type by Location](#)) It should be noted that the percentage of full-time faculty teaching on the Swainsboro and Statesboro campuses have continued to increase over the reporting period, although two faculty members have assumed some administrative duties effective Fall 2019.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA History – Faculty Workload by Location](#))
 - The workloads on the Swainsboro campus and Statesboro instructional site are slightly above the guidelines in the Faculty Handbook because one full-time faculty member at each location took on administrative duties effective Fall 2019.

Curriculum in the Disciplinary Area of Political Science

EGSC has sufficient full-time faculty for the AA in Political Science to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is under 34 students across all sites and modes of delivery. (See [EGSC AA Political Science – Average Course Size by Location](#))
- Approximately 92% of the course offerings were taught by full-time faculty members. (See [EGSC AA Political Science – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Political Science – Faculty Workload by Location](#))

Curriculum in the Disciplinary Area of Psychology

EGSC has sufficient full-time faculty for the AA in Psychology to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is under 30 students across all sites and modes of delivery. (See [EGSC AA Psychology – Average Course Size by Location](#))
- Approximately 86% of the course offerings were taught by full-time faculty members. (See [EGSC AA Psychology – Percent of Courses Taught by Faculty Type by Location](#))
 - On the Augusta instructional site only courses that can be taken as general education courses, available to all students, were taught by part-time faculty.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Psychology – Faculty Workload by Location](#))

EGSC has sufficient full-time faculty for the AS in Recreation to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- Although full-time faculty may take occasional overloads, there is no pattern of continuous overloads

Curriculum in the Disciplinary Area of Recreation

- The average class size is 14 or less students across all sites and modes of delivery. (See [EGSC AS Recreation – Average Course Size by Location](#))
- Full-time faculty members teach 100 percent of the courses in this program. (See [EGSC AS Recreation – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AS Recreation – Faculty Workload by Location](#).) It should be noted that a full-time faculty member taught four credit hours during the winter break period so those credit hours are reflected in the chart as well.

Curriculum in the Disciplinary Area of Sociology

- EGSC has sufficient full-time faculty for the AA in Sociology to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:
- The average class size is under 26 students across all sites and modes of delivery. (See [EGSC AA Sociology – Average Course Size by Location](#))
- Approximately 83% of the course offerings were taught by full-time faculty members. (See [EGSC AA Sociology – Percent of Courses Taught by Faculty Type by Location](#))
 - The percent of full-time faculty teaching continues to increase on the Statesboro instructional site.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AA Sociology – Faculty Workload by Location](#))
 - The workload full-time faculty on the Swainsboro campus is slightly above the average as faculty have taken on overloads to meet student demand.

Programs in the School of Mathematics and Natural Sciences

Curriculum in the Disciplinary Area of Biology

The discipline area of biology has common Area F components in the AS in Biology, as well as more advanced study in biology in the bachelor's degree program, and many faculty teach in both programs.

Associate of Sciences in Biology

EGSC has sufficient full-time faculty for the AS in Biology to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. The AS in Biology is not delivered online or through dual enrollment. Specifically, with respect to this program:

- The average class size was under 24 students across all sites. (See [EGSC AS Biology – Average Course Size by Location](#))
- Approximately 75% of the course offerings were taught by full-time faculty members. (See [EGSC AS Biology – Percent of Courses Taught by Faculty Type by Location](#))
 - For the Statesboro instructional site, full-time faculty teach between 30-54% of all courses.
- Full-time faculty workloads varied between 15.19 and 17.09 across instructional sites. (See [EGSC AS Biology – Faculty Workload by Location](#)) This average is slightly higher than the faculty workload in the EGSC Faculty Handbook (15-16 credit hours).
 - For the Swainsboro campus, the average full-time faculty workload varies between 15.19 and 16 since the academic year 2017-2018. The average faculty workload remained within the boundaries established by the EGSC Faculty Handbook (15-16 credit hours).
 - For the Augusta instructional site, the average full-time faculty workload was 16 credit hours since the academic year 2017-2018. The average faculty workload remained within the boundaries established by the EGSC Faculty Handbook (15-16 credit hours).

- For the Statesboro instructional site, the average full-time faculty workload varied between 16 and 22.00 since the academic year 2017-2018. The average faculty workload is higher than the faculty workload established by the EGSC Faculty Handbook (15-16 credit hours). However, the Faculty workload has decreased every academic year and was 16 for Fall 2019.

For the EGSC-Statesboro, the average full-time workload is higher than the 15-16 credit hours established by the EGSC Faculty Handbook. However, the average full-time workload has been decreasing since 2017-2018. The percentage of courses taught by full-time faculty is low. Two full-time biology faculty are assigned to EGSC-Statesboro. One faculty only teaches biology and integrated sciences courses for non-science majors. The other full-time faculty teaches majority of biology courses for non-sciences courses. Since Fall 2017, the enrollment in the AS Biology at EGSC-Statesboro has increased resulting in a majority of biology courses for the AS Biology being taught by part-time instructors. However, these part-time instructors are fully vetted and qualified to teach these courses. In addition, AS Biology students can not complete all the courses from the AS Biology curriculum at EGSC-Statesboro. These students are allowed to take classes at EGSC-Swainsboro.

- Bachelor of Sciences in Biology
 - EGSC has sufficient full-time faculty for the BS in Biology to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. The BS in Biology is only offered on the Swainsboro campus. It is not delivered online or through dual enrollment. Specifically, with respect to this program:
 - The average class size was under 15 students. (See [EGSC BS Biology – Average Course Size by Location](#))
 - Approximately 71% of the course offerings were taught by full-time faculty members. (See [EGSC BS Biology – Percent of Courses Taught by Faculty Type by Location](#))
 - Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC BS Biology – Faculty Workload by Location](#))

Curriculum in the Disciplinary Area of Chemistry

EGSC has sufficient full-time faculty for the AS in Chemistry to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is under 12 students across all sites and modes of delivery. (See [EGSC AS Chemistry – Average Course Size by Location](#))
- Approximately 67% of the course offerings were taught by full-time faculty members. (See [EGSC AS Chemistry – Percent of Courses Taught by Faculty Type by Location](#))
 - On the Statesboro instructional site only courses that can be taken as general education courses, available to all students, were taught by part-time faculty.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AS Chemistry – Faculty Workload by Location](#))

Curriculum in the Disciplinary Area of Mathematics

EGSC has sufficient full-time faculty for the AS in Mathematics to meet the needs of the students and the institution, disaggregated across sites and modes of delivery. Specifically, with respect to this program:

- The average class size is under 27 students across all sites and modes of delivery. (See [EGSC AS Mathematics – Average Course Size by Location](#))
- Approximately 93% of the course offerings were taught by full-time faculty members. (See [EGSC AS Mathematics – Percent of Courses Taught by Faculty Type by Location](#))
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC AS Mathematics – Faculty Workload by Location](#)) The only exception was for Fall 2019 as there was a resignation of a full-time faculty member in July 2019. However, the College is currently conducting a search for a full-time mathematics faculty member.

Curriculum in the Disciplinary Area of Nursing

The RN-BSN Bridge Program is offered completely online and has sufficient numbers of full-time nursing faculty to meet the needs of the students and the institution. Specifically, with respect to this program:

- The average class size is under nine students. (See [EGSC RN-BSN – Average Course Size by Location](#))
- Approximately 69.7% of the course offerings were taught by full-time faculty members. (See [EGSC RN-BSN – Percent of Courses Taught by Faculty Type by Location](#)) The program makes use of clinical faculty who are part-time, but who meet SACSCOC and ACEN credentials sufficient to support accreditation.
- Full-time faculty workloads are normally within the boundaries established by the EGSC Faculty Handbook. (See [EGSC RN-BSN – Faculty Workload by Location](#))





The RN-BSN Bridge Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).







































CONCLUSION







































EGSC has a sufficient number of full-time faculty to ensure the quality, integrity and review of the curriculum and of the programs. The data presented above, disaggregated by instructional site and mode of delivery, illustrate that EGSC faculty fulfill their responsibilities in the classroom, while engaging in teaching activities beyond the classroom; completing a wide range of service activities, many of which are focused on curricular and program development and review; and engaging in continuous professional growth development.












Although EGSC's overall student to faculty ratio is at the high end of the range for institutions similar to EGSC, EGSC average class size is low, a high percentage of its courses are taught by full-time faculty and EGSC's total number of full-time faculty has remained the same during a period of declining numbers of full-time faculty in the State and the region. In addition, EGSC provides substantial assistance to its faculty in maintaining curriculum and program quality, integrity and review through the Academic Centers for Excellence located at each of its instructional sites and its main campus. Further, the number of full-time faculty employed at EGSC in each discipline area of the curriculum disaggregated by campus, off-campus instructional sites and mode of delivery is sufficient to ensure curriculum and program quality, integrity and review.

Sources

-  6.2 Academic Program_AA Art_Course Size
-  6.2 Academic Program_AA Art_Faculty Percentage
-  6.2 Academic Program_AA Art_Workload
-  6.2 Academic Program_AS Biology_Faculty Percentage

-  6.2 Academic Program_AS Biology_Workload
-  6.2 Academic Program_BS Biology_Faculty Percentage
-  6.2 Academic Program_BS Biology_Workload
-  6.2 Academic Program_BSN Nursing_Faculty Percentage
-  6.2 Academic Program_BSN Nursing_Workload
-  6.2 Academic Program_Business Admin_Faculty Percentage
-  6.2 Academic Program_Business Admin_Workload
-  6.2 Academic Program_Chemistry_Faculty Percentage
-  6.2 Academic Program_Chemistry_Workload
-  6.2 Academic Program_Choice_Faculty Percentage
-  6.2 Academic Program_Choice_Workload
-  6.2 Academic Program_Comm Arts_Faculty Percentage
-  6.2 Academic Program_Comm Arts_Workload
-  6.2 Academic Program_Core Curriculum_Faculty Percentage
-  6.2 Academic Program_Core Curriculum_Workload
-  6.2 Academic Program_Criminal Justice_Faculty Percentage
-  6.2 Academic Program_Criminal Justice_Workload
-  6.2 Academic Program_Early Childhood_Faculty Percentage
-  6.2 Academic Program_Early Childhood_Workload
-  6.2 Academic Program_English_Faculty Percentage
-  6.2 Academic Program_English_Workload
-  6.2 Academic Program_FESA_Faculty Percentage
-  6.2 Academic Program_FESA_Workload
-  6.2 Academic Program_History_Faculty Percentage
-  6.2 Academic Program_History_Workload
-  6.2 Academic Program_Mathematics_Faculty Percentage
-  6.2 Academic Program_Mathematics_Workload
-  6.2 Academic Program_Political Science_Faculty Percentage
-  6.2 Academic Program_Political Science_Workload
-  6.2 Academic Program_Psychology_Faculty Percentage
-  6.2 Academic Program_Psychology_Workload
-  6.2 Academic Program_Recreation_Faculty Percentage
-  6.2 Academic Program_Recreation_Workload
-  6.2 Academic Program_Sociology_Faculty Percentage
-  6.2 Academic Program_Sociology_Workload
-  BOR 3.2.3 Faculty Meetings, Rules, and Regulations
-  BOR 3.6.3 Comprehensive Program Review Policy
-  EGSC AA Biology_Course Size

-  EGSC Academic Center for Excellence (ACE) Webpage
-  EGSC Academic Discipline Coordinator Position Description
-  EGSC Academic Policies and Curriculum Committee Webpage
-  EGSC Art_Course Size
-  EGSC BS Biology_Course Size
-  EGSC Biology Chair Job Description
-  EGSC Business Admin_Course Size
-  EGSC Chemistry_Course Size
-  EGSC Core Curriculum_Course Size
-  EGSC Criminal Justice_Course Size
-  EGSC Director of FESA Job Description
-  EGSC Director of Nursing Job Description 2019
-  EGSC Early Childhood_Course Size
-  EGSC English_Course Size
-  EGSC FESA_Course Size
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 21)
-  EGSC Faculty Senate Bylaws 2-7-20
-  EGSC History_Course Size
-  EGSC Mathematics Chair Job Description
-  EGSC Mathematics_Course Size
-  EGSC Mission and Accreditation Webpage
-  EGSC Political Science_Course Size
-  EGSC Position Description Dean of School of Humanities & Social Science
-  EGSC Position Description Dean of School of Mathematics and Natural Sciences
-  EGSC Psychology_Course Size
-  EGSC RN-BSN Nursing_Course Size
-  EGSC Recreation_Course Size
-  EGSC Sociology_Course Size
-  EGSC Statutes 2-20-20
-  EGSC Tenure and Promotion Policy 2-20-20
-  EGSC_Choice_Course Size
-  EGSC_Communication Arts_Course Size
-  Faculty Senate Webpage
-  SREB 2019 Factbook
-  SREB 2019 Factbook (Page 136)
-  USG ASA Handbook 2.3.5 Academic Programs
-  USG Academic & Student Affairs Handbook 4.2 Definition of Part-Time

-  USG Academic and Student Affairs Handbook 2.3.1 Majors and Minors
-  USG Academic and Student Affairs Handbook 3.2.1.1 Corps of Instruction
-  USG Board of Regents Policy 8.3.6.1 and 8.3.6.4 Criteria for Promotion
-  USG Board of Regents Policy 8.3.7.3 Criteria for Tenure
-  USG Board of Regents Policy Manual 8.3.1.2 Minimum Qualifications for Employment
-  USG Human Resources Administrative Practice Manual Employee Categories
-  USG Human Resources Administrative Practice Manual Employee Personnel Records
-  USG Instructional Faculty by Highest Degree Fall 2014
-  USG Instructional Faculty by Highest Degree Fall2018
-  USG Number and Percent of Courses Taught by Instructor Type, Fall 2014
-  USG Number and Percent of Courses Taught by Instructor Type, Fall 2018

6.2.c**Program Coordination**

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) offers (15) associate degrees with disciplinary distinction, one associate degree in core curriculum, three bachelor's degrees and one certificate. Appropriate responsibility for each of these educational programs is assigned to a faculty member who is qualified in that discipline.

EGSC ASSIGNS RESPONSIBILITY FOR PROGRAM COORDINATION TO A QUALIFIED FACULTY MEMBER FOR EACH OF ITS ACADEMIC PROGRAMS

EGSC offers (15) Associate Degrees with Disciplinary Distinction. Each of these (15) programs has an Academic Discipline Coordinator with credentials in that discipline that qualify them to serve as coordinator.

EGSC has an Associate of Arts in the Core Curriculum. That academic program is jointly coordinated by the two Academic School Deans.

EGSC offers three baccalaureate programs. Each of these programs has an Academic Discipline Coordinator with credentials in that discipline that qualify them to serve as coordinator.

EGSC has a certificate program in digital photography. That program has an academic program discipline coordinator with credentials in that discipline, qualifying that person to serve as coordinator.

There are no concentrations in the majors that demand additional Academic Discipline Coordinators.

EGSC transfer pathways do not lead to any specific credentials within the Associate of Arts in Core Curriculum (General Studies). Rather, students are advised, depending on where they plan to transfer to pursue a four-year degree, on appropriate courses to take that prepare them for baccalaureate level work. For example, those preparing to enter the nursing field (See the recommended courses for the nursing transfer pathway in the supporting documentation) are advised to take those general courses in STEM and other areas that are typically expected of nursing majors. Neither EGSC nor the University System of Georgia (USG) Board of Regents (BOR) consider the transfer pathways to be majors or concentrations, nor does EGSC award a specific credential recognizing the work beyond the award of the Associate of Arts in Core Curriculum. Accordingly, there are not designated Academic Discipline Coordinators for the transfer pathways.

Attached are Rosters of Chair/ Program Coordinator/Academic Discipline Coordinators for each of EGSC's two academic schools. Those rosters show the name of each of the above programs, the name of the qualified Academic Discipline Coordinator, the academic qualifications of that

individual and other related qualifications. The vita for each of those individuals is attached, as well. Attached, also, is a position description applicable to all Academic Discipline Coordinators.

Roster of Academic Discipline Coordinators

Name of Institution: East Georgia State College

Name of Academic School: School of Humanities and Social Sciences

Academic Term(s) Included: Spring 2020

Date Form Completed: 2/16/19

Name of Program Coordinator Job Description/CV	TITLE	Academic Program (s) Coordinated or Directed	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS (Administrative and teaching experience, publications, etc.)
<p>Cunha, Carlos (F)</p> <p>Swainsboro</p> <p><u>Dr. Cunha CV</u></p> <p><u>Dr. Cunha Position Description</u></p>	<p>Dean of Humanities and Social Sciences</p>	<p>Academic Discipline Coordinator</p> <p>AA Core Curriculum</p>	<p>1987 Ph.D. Political Science (Latin American Studies), University of Massachusetts-Amherst</p> <p>1980 Master of Arts, International Relations, University of Connecticut-Storrs</p> <p>1978 Bachelor of Arts, French, University of Massachusetts-Amherst.</p>	<p>Hired at EGSC 2/1/2019. Has 23 years (1992-2016) of varied administrative duties at Dowling College as Department Chair, Division of Social Sciences Chair, Executive Faculty Chair, and Chair and member of many other administrative committees culminating in the Academic Chair of the School of Arts and Sciences (overseeing three Divisions: Social Sciences, Arts and Humanities, Math and Natural Sciences).</p>
<p>Goss, Natasha (F)</p> <p>(Swainsboro)</p> <p><u>Ms. Goss CV</u></p>	<p>Associate Professor of Business Administration</p>	<p>Academic Discipline Coordinator</p> <p>AS Business Administration</p>	<p>2008 MAcc, Georgia Southern University</p> <p>2008 BBA, Georgia Southern University</p> <p>Major: Accounting</p> <p>2002 AA, East Georgia State College</p>	<p>5 years of full-time teaching experience at EGSC (Accounting and Business), 1 year as Instructor at EGSC, 3 years of part-time teaching experience at STC, several years of experience in public accounting, prior experience as Chief Financial Officer for BPC, prior experience as Comptroller for EGSC, Governor's Teaching Fellows for an academic year</p>
<p>Hovind, Mark (F)</p> <p>(Swainsboro)</p> <p><u>Mr. Hovind CV</u></p>	<p>Associate Professor of Communication Arts</p>	<p>Academic Discipline Coordinator</p> <p>AA Communication Arts</p>	<p>1996 Ph.D Communications, University of Oklahoma</p> <p>1983 MA Journalism, University of South Carolina</p>	<p>17 years of experience teaching Communications full-time. Annual teaching presentations at Communication conferences.</p>

Name of Program Coordinator Job Description/CV	TITLE	Academic Program (s) Coordinated or Directed	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS (Administrative and teaching experience, publications, etc.)
Kearns, Tori (F) (EGSC-Statesboro) <u>Dr. Kearns CV</u>	Professor of Psychology	Academic Discipline Coordinator AA Psychology	2003 Ph.D. School Psychology, University of South Carolina 2000 MA School Psychology, University of South Carolina	Georgia Licensed Psychologist Georgia Certified School Psychologist Level III National Certified School Psychologist
Larson, Brett (F) (Swainsboro) <u>Mr. Larson CV</u>	Assistant Professor of Political Science	Academic Discipline Coordinator AA Political Science	2015 Ph.D., Politics, Catholic University of America 2012 M.A., Politics, Catholic University of America 2009B.A., Government, Patrick Henry College	4 years of experience teaching political science courses full-time, 3 of which are at EGSC Member of the Executive Committee of Georgia Political Science Association. Continue to write on John Rawls within the Political Theory sub-discipline.
Mason, Walter (F) (Swainsboro) <u>Mr. Mason CV</u>	Academic Discipline Program Coordinator	Professor of Health and Exercise Sciences AS Recreation	1983 <u>PhD</u> Vanderbilt University. Major: Health and Physical Education Minor: Exercise Science & Education Leadership 1979 <u>MS</u> Peabody College for Teachers. Major: Health, Physical Education & Recreation Minor: Education 1975 <u>BS</u> Berry College. Major: Health, Physical Education and Recreation Minor: Education	Over 35 years experience in higher education as a professor - from writing grants to being Director of Health and Physical Education programs. Designing new programs and converting an entire curriculum from the Quarter system to the Semester system. State coordinator for Athletics and Sports for Special Olympics. Assistant coordinator for state games for 5 years.
Purcell, Desmal (F) <u>Mr. Purcell CV</u> (Swainsboro)	Associate Professor of Art	Academic Discipline Coordinator AA Art and Digital Photography Certificate	2004 Masters of Fine Art in Studio Art, Georgia Southern University 2001 Bachelors of Art in Art, Armstrong Atlantic State University	Current: Run/oversee gallery exhibitions at several spaces on and off campus (EGSC Student Gallery, Graduate Gallery, Morgan House, Emanuel Arts Council, Library) Owner/Gallery Director/Curator of LongShot Gallery space (Stillmore, GA) 2015-Current

Name of Program Coordinator Job Description/CV	TITLE	Academic Program (s) Coordinated or Directed	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS (Administrative and teaching experience, publications, etc.)
				<p>2002- 2005 Co-owner of dkARTs (Art Supply Store/Gallery Space) Statesboro, GA</p> <p>2000-2002. Co-owner/Curator Gallery a.d., Savannah, GA</p>
<p>Simmons, Amelia (F) (Swainsboro) Ms. Simmons CV</p>	<p>Assistant Professor of Education</p>	<p>Academic Discipline Coordinator AA Elementary Education</p>	<p>2004 M.Ed. Secondary English, Georgia Southern University</p>	<p>9 years of experience teaching English and Education courses full-time. Regular publications and paper presentations at national conferences.</p>
<p>Strickland, Brittany (Swainsboro) Ms. <u>Strickland CV</u></p>	<p>Assistant Professor of Criminal Justice</p>	<p>Academic Discipline Coordinator AA Criminal Justice</p>	<p>2016 <u>Ph.D.</u>, Saybrook University Major: Psychology 2011 M.S., Saint Leo University 2006 <u>M.S.</u>, Troy University-Troy Major: Criminal Justice 2002 <u>B.A.</u>, University of Toledo Major: History</p>	<p>8 years of administrative and teaching duties at EGSC. Specific positions have included criminal justice professor and military resource director. Certificates earned in teaching ESOL (in progress), designing online course content (2016), teaching for Military and Veteran Focused College Initiatives (2014), and investigating crime scenes (2011).</p>
<p>Strickland, Julie (F) (Swainsboro and Statesboro) Ms. <u>Strickland CV</u></p>	<p>Instructor of English</p>	<p>Academic Discipline Coordinator AA English</p>	<p>2003 M.Ed. English Education, Georgia Southern University</p>	<p>Extensive experience as an administrator of ELI, writing, and other programs in the Technical College System of Georgia.</p>
<p>Upchurch, Thomas (F) Dr. <u>Upchurch CV</u></p>	<p>Professor of History</p>	<p>Academic Discipline Coordinator AA History</p>	<p>2001 Ph.D. History, Mississippi State University 1997 MS Social Science Education, Delta State University</p>	<p>8 history books published, 4 peer-reviewed scholarly history journal articles published, 60 history book reviews published in academic journals. Two</p>

Name of Program Coordinator Job Description/CV	TITLE	Academic Program (s) Coordinated or Directed	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS (Administrative and teaching experience, publications, etc.)
				NEH Seminars in African-American History
Vogel, Harry (F) <u>Mr. Vogel</u> <u>CV</u>	Associate Professor of Sociology	Academic Discipline Coordinator AA Sociology	2006 Ph.D. Sociology, Kansas State University 1995 M.A. Sociology, Western Kentucky University	15 years of experience teaching Sociology courses full-time

Roster of Academic Discipline Coordinators
Name of Institution: East Georgia State College
Name of Academic School: School of Mathematics and Natural Sciences
Academic Term (s) Included: Spring 2020
Date Form Completed: 02/16/2020

Name of Program Coordinator Job Description/CV	TITLE	Academic Program (s) Coordinated or Directed	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS (Administrative and teaching experience, publications, etc.)
Andrews, Da'Mon (F) <u>Dr. Andrews CV</u>	Chair of Mathematics Department,	Academic Discipline Coordinator	Ed.D. Higher Ed. Admin. Georgia Southern University 2019	9 years of experience teaching mathematics at EGSC. Program Coordinator since 2017.
<u>Dr. Andrews</u> Position Description	Assistant Professor of Mathematics	AS Math	Ed.S Teaching and Learning Ga. SoU 2013 M.Ed. Mathematics Education Ga. SoU 2006 BS Computer Engineering Georgia Tech 2003 24 hours of graduate-level mathematics courses: MATH 5136G - History of Mathematics, MATH 5234G - Number Theory, MATH 5339G - Partial Differential Equations,	Department chair since 2018. Additional administrative experience: AAMI Coordinator since 2016 MDRC Research Coordinator (Grant Funded) 2017-2018 (project ended)

			<p>MATH 5434G - Functions of Complex Variable, MATH 5539G - Mathematical Models, MATH 6230 - Fundamental Ideas of Calculus, MATH 5330G - Operations Research, MATH 5230G - Advanced Geometry;</p> <p>9 additional hours of graduate-level statistics-related courses: EDUR 8131 - Educational Statistics I, EDUR 9231 Qualitative Research in Education; EDUR 9131 - Doctoral Research Methods</p>	
<p>Cerpovicz, Paul (F) <u>Dr. Cerpovicz Curriculum CV</u></p>	<p>Professor of Chemistry</p>	<p>Academic Discipline Coordinator AS Chemistry</p>	<p>PhD in Biochemistry, Kansas State University (1991)</p>	<p>Dr. Cerpovicz has a Ph.D. in Biochemistry and has been teaching general, organic, and biochemistry since 1995, the past 17 years at East Georgia State College. He has served on many committees at both Georgia Southern University and East Georgia State College. From 1996 to 2000 he served as President of the Coastal Empire Section of the American Chemical Society.</p>
<p>Chevalier, David (F) <u>Dr. Chevalier CV</u> <u>Dr. Chevalier Position Description</u></p>	<p>Chair of the Biology Department and Associate Professor of Biology</p>	<p>Academic Discipline Coordinator AS Biology BS Biology</p>	<p>Bachelor of Sciences Plant Biology and Physiology – University of Tours (France) – 1996 Master of Sciences – Plant Biology -University of Montpellier (France) – 1997 PhD in Botany – University of Zurich (Switzerland) - 2002</p>	<p>Dr. Chevalier has 11 years of experience in teaching biology courses. In addition, he was served on multiple committees at East Georgia State college and his previous institution. These committees include the Biology Curriculum Committee at Mississippi State University and the Institution Review at both East Georgia State College and Mississippi State University. Finally, he is currently attending the</p>

				East Georgia State College Staff Leadership Development Program.
Upchurch, Linda (F)	Director of Nursing	Academic Discipline Coordinator	Doctor of Nursing Practice, Georgia Southern University, 2011	Certifications Registered Professional Nurse, Georgia Board of Nursing
<u>Dr. Upchurch CV</u>	Assistant Professor of Nursing	RN-BSN Bridge Program	NURS 8231: Theory Perspectives in Nsg Ed NURS 8232: Inst. Design Assessment In Nsg Ed NURS 8233 Learner-Center Teach In Nsg Ed	Adult Nurse Practitioner, Georgia Board of Nursing, American Nurses Credentialing Center
<u>Dr. Upchurch Position Description</u>		Note: The RN-BSN Bridge Program is a Distance Education-Online Program	Master of Science in Nursing (Adult Nurse Practitioner with focus in Palliative Care), Vanderbilt University, 2007	Certified End-of-Life Nursing Educator (ELNEC), 2011
			Bachelor of Science in Nursing, Georgia Southern University, 2003	Basic Life Support for Healthcare Providers, American Heart Association
				Professional Memberships Member Sigma Theta Tau International Nursing Society
				Member Hospice and Palliative Nurses Association
				Academic Experience: Assistant Professor of Nursing, Georgia Southern University; recipient of Teaching award for College of Health and Human Sciences; recipient of University Award for Excellence in Teaching
				Professional Practice: Executive Director and CEO, Ogeechee Area Hospice
				Adult Nurse Practitioner, Ogeechee Area Hospice
				Adult Nurse Practitioner, Total Health and Center for Health and Wellness, Statesboro, Georgia

				Registered nurse/Home Care Case Manager, Ogeechee Area Hospice Registered nurse/Charge nurse, ICU, East Georgia Regional Medical Center, Statesboro, Georgia Telemetry Monitor Tech, East Georgia Regional Medical Center, Statesboro, Georgia
<p>Wedincamp, Jimmy (F)</p> <p>Swainsboro</p> <p>Dr. Wedincamp CV</p> <p>Dr. Wedincamp Position Description</p>	<p>Dean of School of Mathematics and Natural Sciences</p>	<p>Academic Discipline Coordinator</p> <p>AA Core Curriculum</p>	<p>PhD in Entomology, Louisiana State University</p> <p>Master of Science in Biology, Georgia Southern University</p> <p>Bachelor of Science in Biology, Georgia Southern University</p> <p>Associate of Arts in Biology, East Georgia College</p>	<p>20 years in higher education at EGSC. 3 years as Dean of the School of Mathematics and Natural Sciences, 4 years as Chair of Department of Biology, 13 years as Professor of Biology. 7 years as Adjunct Instructor in the Technical College System of Georgia. Served 1 year as Laboratory Manager, Master Consultant, and Staff Entomologist for United States Army.</p>

DESCRIPTION OF THE OVERALL ORGANIZATION OF ACADEMIC AFFAIRS AT EGSC

EGSC’s academic programs are organized into two Schools, each led by a Dean. The Deans report directly to the Vice President for Academic and Student Affairs (VPASA). The organizational structure is illustrated in the following attached charts:

EGSC Division of Academic and Student Affairs

The EGSC Academic and Student Affairs organizational charts shows overall reporting structure of the Deans of the two Schools reporting to the VPASA. See [EGSC Academic Affairs Organizational Chart](#) and [EGSC Student Affairs Organizational Chart](#).

EGSC School of Humanities and Social Sciences

The [EGSC Academic Affairs Organizational Chart](#) shows the organizational structure of the School of Humanities and Social Sciences, including two Coordinators, one Academic Program Director, and the Academic Discipline Coordinators.

EGSC School of Mathematics and Natural Sciences

The [EGSC Academic Affairs Organizational Chart](#) shows the organizational structure of the School of Mathematics and Natural Sciences, including two Academic Department Chairs, the Director of the Nursing Program, and the Academic Discipline Coordinators.

Deans have supervisory authority over EGSC’s offerings in the two Academic Schools, in all locations and by all modes of delivery. In other words, the Deans are responsible for the

academic offerings of their School across the main campus and at EGSC's off-campus instructional sites, including EGSC-Augusta, EGSC-Statesboro, all area high schools where dual enrollment courses are delivered and all modes of delivery.

The Deans of EGSC's two Academic Schools supervise the leaders of academic programs within their School [the Department Head for the Fire and Emergency Services Administration (FESA), the Director of Nursing, the Biology Department Chair and the Math Department Chair], as well as the Academic Discipline Coordinators. The Deans do not, themselves, serve as Academic Discipline Coordinators in areas for which they have no discipline-specific credentials. The one exception to this is the Associate of Arts in the Core Curriculum. The Academic Deans of the School of Humanities and Social Sciences and School of Mathematics and Natural Sciences jointly coordinate the degree program, which has requirements from both schools, and supervise the transfer pathways within the program.

Due to its size, EGSC does not have department chairs/directors/heads for each one of its academic programs. As indicated by the above charts, there are department chairs/directors/heads for those disciplines for which the college has made the determination that this role is necessary (FESA, Biology, Nursing, Math). In each of those disciplinary areas, the department chair/director/head serves also as the academic discipline coordinator for degrees within their unit. Specifically, the FESA Department Head is the Academic Discipline Coordinator for both the AA and BA in FESA; the Biology Department Chair is the Academic Discipline Coordinator for both the AS and BS in Biology; the Math Department Chair is the Academic Discipline Coordinator for the AS in Math; and the Nursing Director is the Academic Discipline Coordinator for the RN-BSN Program.

In addition, there is a designated Academic Discipline Coordinator for each one of the college's other academic programs. All Coordinators have the responsibilities outlined in the attached [Academic Discipline Coordinator Position Description](#).

For example, Academic Discipline Coordinators are responsible for the annual assessment process for their programs and curricular development. Academic Discipline Coordinators for each specific degree program are responsible for EGSC's annual assessment process, as outlined in Section 8.2a of this Compliance Certification. Each degree program completes, on an annual basis, an assessment of the student learning outcome(s) defined for the program, using means of assessment and targets/benchmarks established in the annual data maintenance and collection plans. Academic Discipline Coordinators make revisions to the curriculum, as necessary, to respond to the data related to attainment of student learning outcomes. EGSC's Academic Discipline Coordinators, under the supervision of the Academic School Deans and the Vice President for Academic and Student Affairs are, therefore, continuously engaged in review of institutional, general education and degree program metrics that ensure attention to student success rates, attainment of mastery of desired program-specific student learning outcomes and program metrics related to productivity, viability and quality.

OVERSIGHT OF ACADEMIC PROGRAMS OFFERED THROUGH DUAL ENROLLMENT, DISTANCE EDUCATION AND OFF-CAMPUS INSTRUCTIONAL SITES

Department Chairs, Program Directors and Academic Discipline Coordinators (under the supervision of Deans), also oversee the quality of courses offered through the College's Dual Enrollment program on the main campus and at the off-campus instructional sites.

- EGSC has a Dual Enrollment Coordinator, reporting to the Associate Vice President for Academic Affairs, who manages recruitment and works in conjunction with the Division of Enrollment Management for admissions and enrollment to ensure that the program

operates smoothly. (See [EGSC Organizational Chart for Academic Affairs](#) and the [EGSC Organizational Chart for Student Affairs](#))

















- Department Chairs, Program Directors, and/or Academic Discipline Coordinators and their supervisors (Academic School Deans), oversee the quality of the courses/programs and the instruction delivered to dual enrollment off-campus instructional sites. Appropriate Department Chairs, Program Directors, Academic Coordinators on EGSC-Statesboro and EGSC-Swainsboro and/or the deans evaluate the faculty who teach the courses.
















Department Chairs, Program Directors and/or Academic Discipline Coordinators (under the supervision of deans) also oversee the quality of the institution's **Distance Education Programs**. The College has a dedicated full-time faculty position, the Director of eLearning, that also provides support in this area (See [EGSC Organizational Chart for Academic Affairs](#) and the [EGSC Organizational Chart for Student Affairs](#)). The Director of eLearning leads a committee of faculty members that annually review the quality of online instruction using a rubric developed by ION (See [Distance Education and eLearning Committee, EGSC Statutes, page 20](#)). Reports are provided to the faculty member and to their Dean and/or Department Chair/Program Director/Academic Discipline Coordinator. Faculty are evaluated annually for their teaching, including their work with **online** and **dual enrollment** courses.

CONCLUSION

As demonstrated by the attached rosters and accompanying Vita, EGSC has assigned appropriate responsibility to an academically qualified faculty member in the discipline for each of its (14) associate degrees with disciplinary distinction, its one associate degree in core curriculum, each of its three bachelor's programs and its one certificate.

Sources

-  Andrews CV Mathematics Discipline Coordinator
-  Cerpovicz CV Chemistry Discipline Coordinator
-  Chevalier CV Biology Discipline Coordinator
-  Cunha CV Dean and AA Core Curriculum Discipline Coordinator
-  EGSC Academic Affairs Organizational Chart CAB 2-6-20
-  EGSC Academic Discipline Coordinator Position Description
-  EGSC Biology Chair Job Description
-  EGSC Dean of Mathematics and Natural Sciences Position Description
-  EGSC Dean of School of Humanities & Social Science Position Description
-  EGSC Director of Nursing Job Description 2019
-  EGSC Distance Education and eLearning Committee
-  EGSC Mathematics Chair Job Description
-  EGSC Roster Academic Discipline Coordinators School of Humanities and Social Sciences
-  EGSC Roster Academic Discipline Coordinators School of Math and Science
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 20)

-  EGSC Student Affairs Organizational Chart CAB 2-6-20
-  Goss CV Business Administration Discipline Coordinator
-  Hovind CV Communication Arts Discipline Coordinator
-  Kearns CV Psychology Discipline Coordinator
-  Larson CV Political Science Discipline Coordinator
-  Mason CV Recreation Discipline Coordinator
-  Purcell CV Art and Digital Photography Discipline Coordinator
-  Simmons CV Education Discipline Coordinator
-  Strickland Brittany CV Criminal Justice Discipline Coordinator
-  Strickland Julie CV English Discipline Coordinator
-  Upchurch Linda CV RN-BSN Discipline Coordinator
-  Upchurch Thomas CV History Discipline Coordinator
-  Vogel CV Sociology Discipline Coordinator
-  Walker CV FESA Discipline Coordinator
-  Wedincamp CV Dean and AA Core Curriculum Discipline Coordinator

6.3

Faculty Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has adopted policies that comprehensively govern a faculty member's employment relationship with EGSC, including initial application and appointment, employment, and regular evaluation. All faculty, whether tenure track or non-tenure track, part-time or full-time, regular or temporary, are governed by these policies. EGSC's employment policies are consistent with the employment policies of its governing board, the Board of Regents (BOR) of the University System of Georgia (USG). EGSC publishes all of these policies, and in fact implements these policies as evidenced by the examples below.

EGSC, AS A MEMBER OF THE USG, HAS ADOPTED EMPLOYMENT POLICIES CONSISTENT WITH REQUIREMENTS OF ITS GOVERNING BOARD

EGSC is a member institution in the USG. A comprehensive set of USG and BOR policies and procedures governing the employment relationship with faculty are primarily found in the USG Academic and Student Affairs Policy Handbook, the BOR Policy Manual, the USG Human Resources Manual and the USG Business Procedures Manual. EGSC has similarly adopted comprehensive employment policies governing the employment relationship of faculty. These are consistent with the USG policies and procedures. They are found primarily in the EGSC Faculty Handbook, the EGSC Employee Handbook, and the EGSC Statutes. The EGSC Statutes emphasizes the relationship between USG policy and EGSC policy:

EGSC is a state college within the USG. EGSC is subject to the general jurisdiction of the BOR and the Chancellor of the USG and shall exercise all authority conferred upon it by the BOR.

(See EGSC Statutes, Article 1)

The EGSC Employee Handbook on page 1, which applies to all employees including faculty, further emphasizes that EGSC policies related to employment must be consistent with the USG and the BOR:

The East Georgia State College Employee Handbook contains general policies and procedures of the college and the University System of Georgia that apply to all East Georgia State College faculty and staff employees.

EGSC employees are also directed by the Employee Handbook to the following additional sources:

- Policy links included in the handbook
- EGSC Policies and Procedures of EGSC located on the President's webpage
- EGSC Faculty Handbook
- EGSC Statutes
- BOR Policy Manual

- USG Human Resource Administrative Practice Manual
- EGSC Business Affairs Policies and Procedures Manual
- USG Business Procedures Manual

The EGSC Faculty Handbook applies specifically to faculty and cites BOR policies applicable to faculty, as well as EGSC's policies (See sample pages from the EGSC faculty and employee handbooks regarding specific policies discussed below). These citations further demonstrate the consistency of EGSC policies with those of the USG BOR.

EGSC POLICIES CONCERNING INITIAL APPOINTMENT OF FACULTY

The selection and hiring process of full-time and part-time faculty at EGSC follow the policies published on the EGSC and/or the USG BOR websites: EGSC Employment Applications Policy, EGSC Employment Selection Process and Criteria for Employment Policy, and EGSC Recruitment and Selection procedures in the EGSC Faculty Handbook (pages 19-20), USG Human Resources Administrative Practice Manual, and USG Board of Regents Policy Manual Section 8 Personnel.

The EGSC Faculty Handbook, pages 19-20 outlines the hiring process at EGSC for full-time and part-time faculty.

Full-time Faculty Selection

When a faculty position is approved, the appropriate dean is requested to begin a search for qualified candidates. The search process is as follows:

1. The dean identifies the vacant position and the necessary qualifications of the faculty member.
2. A search committee is recommended by the dean, selected by the vice president for academic and student affairs, and approved by the president.
3. The position vacancy is advertised.
4. The committee reviews applicants and selects a list of candidates to be interviewed.
5. After receipt of applicant resume, references, and official college transcripts, the committee interviews the candidates.
6. The applicant performs a teaching demonstration on a topic suggested by the dean.
7. The applicant is interviewed by the search committee, the dean, and the vice president for academic and student affairs.
8. The committee recommends candidates to the vice president for academic and student affairs for the position.
9. The vice president for academic and student affairs recommends a candidate for the position to the president. The recommendation includes a rank, salary, and tenure-track status.
10. The successful full-time faculty candidate must complete a loyalty oath and security questionnaire prior to being offered employment. In addition, the faculty member must successfully pass a criminal background check.

Part-time Faculty Selection

1. The dean identifies the vacant position and the necessary qualifications of the part-time faculty member.
2. The position vacancy is announced in EGSC's service area.
3. After receipt of applicant resume, references, and official college transcripts, the dean interviews the part-time faculty candidates.
4. The dean recommends to the vice president for academic and student affairs a candidate for the part-time position.
5. The vice president for academic and student affairs makes a recommendation to the president, who makes the final determination about hiring the candidate.
6. The successful part-time faculty candidate must complete a loyalty oath and security questionnaire prior to being offered employment.

See minimum required faculty credentials and additional credentials for state college faculty as stated in USG BOR Policy 8.3.1.2 Minimum Qualifications for Employment and State Colleges 8.3.1.4. The policy mandates that faculty qualifications meet SACSCOC accreditation requirements.

Verification of all degrees and certifications held by individuals being considered for full-time or part-time positions is a requirement before a definite commitment for employment becomes valid. The chair of the search committee for a full-time faculty member or the appropriate academic school dean in the case of part-time faculty has the responsibility for obtaining official transcripts and verifying that the candidate for a faculty position has at least a master's degree in the teaching discipline and 18 graduate level credits hours in courses related to the courses being taught. The official transcripts are sent to the VPASA with a written recommendation. The VPASA consults with Human Resources to determine an appropriate salary given credentials and experience and the institution's salary range for other faculty with similar credentials, experience, and faculty rank. The VPASA then forwards a recommendation to hire to the President, specifying whether the position is tenure track or non-tenure track, part-time or full-time, and regular or temporary. The successful faculty candidate (part-time and full-time) must complete a loyalty oath and security questionnaire required by the state of Georgia and must successfully pass a criminal background check prior to being offered employment.

Evidence of the Implementation of EGSC Policies Related to Initial Appointment is provided in the supporting documentation and includes:

- Postings
 - Sample postings entered into People Admin from the School of Mathematics and Natural Sciences
 - EGSC Sample Position Posting – Instructor of Math
 - Sample postings from the School of Humanities and Social Sciences
 - EGSC Sample Position Posting Part-Time History Faculty
- Interview Schedule
 - Sample interview schedule from the School of Humanities and Social Sciences
- Search Committee Evaluations of Candidates During the Interview Process
 - Sample interview questions and committee evaluations from the School of Humanities and Social Sciences
- Recommendations to Hire from Academic School Deans and/or Search Chairs

- Sample recommendation to hire from the School of Humanities and Social Sciences
- VPASA Sample Recommendations to Hire
 - EGSC memo listing salary ranges for faculty ranks, credentials and years of experience for faculty in the School of Mathematics and Social Sciences and School of Humanities and Social Sciences
- Roster of EGSC demonstrating that all faculty meet SACSCOC, USG BOR guidelines, and EGSC requirements for faculty teaching in the associate's or baccalaureate or certificate programs at EGSC. (See 6.2.a for in-depth roster)
 - Sample resumes and transcripts of faculty hired during 2018-2019 and memos and/or emails evaluating credentials to ensure compliance.
 - School of Mathematics and Social Sciences
 - Memo
 - Resume
 - Credentials
 - Graduate work in Mathematics
 - Masters of Math Education
 - School of Humanities and Social Sciences
 - Memo
 - Resume
 - Credentials
 - PhD
 - Masters of Medieval Studies
 - Masters of Crusader Studies

EGSC POLICIES CONCERNING ONGOING EMPLOYMENT RELATIONSHIP

As discussed above, the employment relationship with EGSC faculty is governed by the policies and procedures of the BOR of the USG, the EGSC Employee Handbook, the EGSC Faculty Handbook, and the EGSC Statutes. These various policies are comprehensive, covering the entire range of the employment experience of faculty and staff from salary and benefits; to non-discrimination policies; to grievance policies; to travel regulations; to workload requirements; to policies governing faculty and staff evaluation in teaching, professional growth and development and service; to progression through rank and tenure; to pre- and post-tenure review; and to retirement and/or separation from employment.

Examples of comprehensive policies that govern faculty employment and provide for faculty welfare are:

1. *Salary, merit increases, and benefits:* the EGSC Faculty Handbook (p.28-29) outlines policy for determining initial salary and for determining merit increases. This is supplemented by the EGSC Procedure for Merit Salary Increases. The USG Human Resource Administrative Practice Manual Salary Increase Administration Process governs merit increases.
2. *Rights and Responsibilities: General Employment Policies for Faculty and Staff*
 - a. *Non-discrimination policies:* See EGSC Notice of Non-Discrimination; USG BOR statement of non-discrimination and equal opportunity section 8.2.1 of the USG BOR Policy Manual (USG BOR Policy Manual 8.2.1 Equal Employment Opportunity).
 - b. *Grievance policies:* The EGSC Grievance Policy states that "East Georgia State College is committed to providing a safe and amicable working environment for its employees. While conflicts and disagreements are inevitable, it is the goal of EGSC to resolve such disputes fairly, at the lowest possible level." The welfare of EGSC employees (faculty and staff) who allege that they have "been harmed by any action that violates the policies of either East Georgia State College or the

Board of Regents of the University System of Georgia”is protected by the EGSC Grievance Policy. Faculty and staff employees are further protected by a right of appeal following institutional decisions to the BOR of the USG. See the USG Human Resources Administrative Practice Manual, Employee Relations – Grievance Policy. The USG also provides for a discretionary review process in the event any employee is aggrieved by a decision of a college or university president (see BOR Policy Manual section 6.26 Application for Discretionary Review). There has not been a request for a discretionary review that led to a decision from the USF. See sample documentation for an example of an EGSC grievance and resolution letter.

- c. *Conflict resolution policies*: “East Georgia State College strives to make the institutional environment for its students, faculty and staff protective of human dignity and trust, effective in fostering communication, and respectful of the value of conflict as a normal aspect of human interaction and organization to promote debate and herald change. The goal of the EGSC Conflict Resolution Policy is to achieve timely, equitable and satisfactory resolutions at the lowest possible level, in a cost effective manner and with intention to reduce conflict recurrence... ‘Conflict Resolution’ as defined in this policy is a non-binding and voluntary mediation process for disputes involving one or more of EGSC’s faculty, staff or students, including student employees.” See sample documentation for an example of a EGSC conflict resolution process through the conflict resolution committee. This process is a voluntary process, and does not include examples of conduct governed by Title IX, which fall under EGSC’s Sexual Misconduct Policy and USG BOR policies related to Title IX.
- d. *Freedom of Expression*: “East Georgia State College (EGSC) affirms that no rights are more highly regarded than the first amendment guarantees of freedom of speech, freedom of expression, and the right to assemble peaceably. EGSC also recognizes its responsibility to provide a secure learning environment that allows individuals enrolled or employed by EGSC (“college community”) to express their views in ways that do not disrupt the operation of the College. See EGSC Freedom of Expression Policy. The EGSC Emergency Response Procedures Flipchart Civil Disturbance Procedure details the process to be followed and recognizes that “Most campus demonstrations such as marches, meetings, picketing and/or rallies will be peaceful and non-obstructive. While all public areas of the campus are open for free expression purposes, to accommodate the need for immediate and spontaneous demonstration and to better facilitate the free exchange of ideas, EGSC has designated preferred public forum spaces on campus, referred to as “Preferred Locations.”
- e. *Weapons and Explosives Policy*: “East Georgia State College’s mission is to provide a safe and secure environment for the entire campus community. This includes promoting safety on campus and enforcing Georgia’s weapons on campus laws.” See EGSC Weapons and Explosives Policy and EGSC Weapons Compliance Procedure Campus Carry.
- f. *Travel and Business Regulations*: EGSC’s travel regulations and policies are “designed to: promote economy and efficiency in State government and treat employees fairly and equitably.” (See EGSC Institutional Travel Policies and Procedures at EGSC Travel Policy). This same policy asserts that “The Board of Regents of the University System of Georgia is responsible for travel policies for the University System. Policies and procedures are contained in the USG Business Procedures Manual Section 4 Travel Policy. The State Accounting Office and the Office of Planning and Budget are responsible for establishing Statewide Travel Regulations. This responsibility was assigned to these organizations through House Bill 293, which was passed into law during the 2005 legislative session (codified as O.C.G.A. 50-5B-5).”EGSC policies are consistent with those of the BOR. According to section 4 of the BOR Business Procedures Manual, “The *Statewide Travel Policy* applies to all State Agencies, including Units of the University System of Georgia (USG), therefore, USG institutions shall be guided

by general travel regulations set forth in this section when employees are required to travel away from headquarters in the performance of their official duties.”

3. *Campus Safety:* The welfare of faculty and staff are provided for through extensive policies related to public safety.
 - a. The purpose of the EGSC Police Department Policy Manual and Standard Operating Procedures is to provide written directives for police department procedures. The manual describes the mission of the EGSC Police Department: to strive for excellence and integrity in providing a safe and secure environment and instilling confidence in the EGSC community.
 - b. EGSC is committed to providing for the safety of its employees during emergencies. Emergency response procedures are documented, published and distributed to employees in Swainsboro and Statesboro: See EGSC Emergency Response Procedures Swainsboro and EGSC Emergency Response Procedures Statesboro. The off-campus instructional site in Augusta is housed on the Augusta University (AU) campus and follows AU Emergency Response Procedures.
 - c. EGSC also maintains a video surveillance policy to maintain “the safety and security of faculty, staff, and students of the College and visitors to the College in select areas of the college. EGSC is also committed to maintaining an environment conducive to quality education, individual privacy, diversity, and freedom of expression.
 - d. EGSC’s General Safety Policy assigns responsibility to supervisors for safety and accident provision.
 - e. EGSC has a Reporting and Response Procedure for Accidents, Injuries, and Emergencies. This provides for the welfare of all employees who may experience an accident or personal injury, whether an emergency or not.
 - f. See sample documentation for instances when these policies have been applied to public safety issues and/or emergency responses.
4. *Wellness:*
 - a. *Tobacco:* “East Georgia State College has a responsibility to its employees, students and visitors to provide a safe and healthy environment;” consequently, the campus and all other EGSC properties are tobacco-free locations. (See the EGSC Tobacco and Smoke-Free Campus Policy). This is consistent with USG BOR Policy Manual 6.10 Tobacco and Smoke Free Campuses.
 - b. *Drug and Alcohol:* The EGSC Employee Alcohol and Drug Prevention Policy provides the possession, use, consumption, distribution, manufacture or sale of alcoholic beverages, illegal or dangerous drugs on USG property where EGSC currently carries out its programs, or at institutionally approved off-campus events is prohibited. Consistent with this prohibition is the EGSC Alcoholic Beverage Policy which excludes alcohol beverages at EGSC-sponsored events on and off campus, except for external organizations or persons with express written permission from EGSC’s President or his designee.
 - c. *Behavior:* The EGSC Behavioral Recommendation Team represents “an effort to promote a safer college community” and establishes a response team to deal with a variety of behavioral issues that can include student, faculty, and staff behaviors (see EGSC Behavioral Recommendation Team Manual).
 - d. *Lactation:* The EGSC Lactation Policy provides for the welfare of faculty and staff who are mothers by supporting “breastfeeding mothers by accommodating the mother who wishes to express breast milk during the workday when separated from her child.”
 - e. *Military Leave Policy:* “East Georgia State College follows the policy statement as passed by the Board of Regents, University System of Georgia Policy Manual” in protecting military personnel called to active duty. See the EGSC Military Leave Policy and the USG BOR Policy Manual section 8.2.7.5 Military Leave with Pay.

- f. *Family Medical Leave:* The USG and EGSC protect the welfare of employees and their families by following the terms of the Family Medical Leave Act (See EGSC Family Medical Leave Act Policy and the USG Policy Manual 8.2.7.6.)
 - g. *Shared Sick Leave:* Employee welfare during health crises affecting them or their family members is protected through the EGSC Shared Sick Leave Program, "whose purpose is to provide a means for East Georgia State College employees to donate paid sick leave to a pool to be used by fellow employees who are eligible for and require leave for their own or an immediate family member's serious health condition and which has caused, or is likely to cause, the employee to take leave without pay."
 - h. *Faculty Leave Policy:* EGSC ensures the welfare of faculty by publishing policies regarding sick leave with pay. (See EGSC Faculty Leave Policy) According to this policy, "each institution of the University System of Georgia (USG) is held accountable for the proper reporting and usage of leave. EGSC follows the BOR Policy for leave reporting in letter and in spirit." The BOR of the University System of Georgia Policy Manual sections 8.2.7.2 and 8.2.7.3 describes policies related to sick leave with and without pay. Both the USG BOR Policy Manual sections and EGSC Faculty Leaves Policy protect the welfare of employees who are unable to work and who have exhausted their sick leave with pay by allowing sick leave without pay for up to one year.
 - i. *Education Support Leave:* "To supplement work-life balance options for East Georgia State College employees," EGSC maintains an Education Support Leave Policy for up to eight hours a year for activities related to student success.
 - j. See sample documentation for examples of actions/team decisions regarding each of these policies.
5. *Faculty Workload:* EGSC faculty workload policies are included in the Faculty Handbook. "Faculty at East Georgia State College are expected to teach classes, do college and community service, and develop professionally ... Faculty workload typically consists of 15-16 credit hours of instruction every term. Adjustments of faculty load can be made by the vice president for academic and student affairs with the approval of the President and when budget and availability of personnel permit." (see p. 21-22) of the EGSC Faculty Handbook.
 6. *Faculty evaluation (see below under Policies Related to Regular Evaluation)* EGSC has published policies on evaluation and promotion and tenure.
 7. *Tuition Assistance Program:* The Tuition Assistance Program (TAP) ensures the continued professional growth and welfare of faculty and staff, who may apply for financial assistance for continuing education. See the EGSC Tuition Assistance Program and USG Policy Manual 8.2.19.
 8. *Separation from Employment:* The BOR of the USG maintains clear policies governing the dismissal of faculty members in the USG Policy Manual, section 8.3.9 (Discipline and Removal of Faculty members). According to these policies, "The president of an institution may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the policies of the BOR or the approved statutes of an institution." This statement is reaffirmed in the EGSC Faculty Handbook, page 31. Both policies provide due process guidelines for such cases. In addition, non-tenured faculty members can be issued notices of non-renewal, according to the deadlines and policies established in the EGSC Faculty Handbook, p. 31-32 and the USG BOR Policy Manual 8.3.4.2. These deadlines ensure the welfare of faculty by providing ample notice of changes in employment status for the next academic year.
 9. *Reduction in Force:* "The University System of Georgia is committed to providing a stable and secure environment for its employees; however, East Georgia State College shall have the authority to determine the appropriate staffing levels to meet the mission of the institution." EGSC's Reduction in Force Policy follows the USG *Reduction in Force Policy* for developing and implementing its plan (see USG Human Resources Administrative Practice Manual, Reduction in Force). These policies apply to both faculty and staff.

10. *Retirement:* Faculty and staff welfare is protected by policies governing benefits into retirement. These are expressed in the USG Human Resource Administrative Practice Manual Continuation into Retirement Policy and the EGSC Benefits Continuation Into Retirement Policy. Faculty and staff who elect to continue employment beyond retirement may do so with the approval of the USG. See USG Human Resources Administrative Practice Manual – Employment Beyond Retirement.

A complete listing of EGSC's Policies and Procedures is located on the EGSC President's Office webpage.

These examples illustrate that the policies of EGSC and the USG are comprehensive and cover employment through the date of hire to retirement and/or separation from employment. These policies ensure fair, equitable practices designed to ensure the safety and welfare of all employees, consistency of practice and procedure, due process and the right of appeal where an employee seeks further redress.

Attached are examples providing evidence of implementation of these policies through the following documents:

- Faculty workload summaries illustrating compliance with workload policies
 - EGSC Average Faculty Teaching Load
- Evidence of faculty receiving Tuition Assistance Program allocations
 - EGSC TAP Example One
- Examples of separation of employment/non-renewal letters
 - Non-Renewal of Contract Example One
- Examples of retirement letters
 - EGSC Retiring Example One
- Examples of FMLA and other examples of sick leave
 - EGSC FMLA Example One
 - EGSC FMLA Example Two
- Examples of education support leave
- Sample travel authorizations and requests for reimbursement
 - EGSC Travel Example One
 - EGSC Travel Example Two

See section on appointments for examples of hiring procedures that have been implemented.

EGSC POLICIES CONCERNING REGULAR EVALUATION OF FACULTY

EGSC faculty members are evaluated annually. In addition, faculty are evaluated through the promotion and tenure process and the pre- and post-tenure review processes. The EGSC Faculty Handbook, page 20, states that all full-time faculty members are evaluated annually. EGSC also publishes a policy on the Evaluation of Faculty on its Policies and Procedures Web page.

1. The EGSC Faculty Evaluation Policy outlines the requirements for the annual evaluation of faculty to ensure the consistency of evaluation instruments across the College. This policy supports and is governed by the BOR of the University System of Georgia Policy Manual section 8.3.5.1 evaluation of personnel.
2. Full-time faculty members complete each year a plan for the year and submit this to their Department Chair and/or Program Director and/or Academic School Dean. Following this plan, faculty members then complete an annual faculty report. The faculty member's direct supervisor then evaluates the faculty member using the Supervisor's Evaluation of Faculty form. The forms and all policies appear on EGSC's Policies and Procedures web site. Full-time faculty members are also evaluated by students in opinion surveys

administered in all classes every term (see samples in the section below on implementation and in the supporting documentation) and by an in-class observation, which occurs annually for non-tenured faculty members and at least once in every promotion and/or post-tenure review cycle for those who are tenured. Full-time faculty are required to regularly update their credentials.

Part-time faculty members are evaluated by the direct supervisor through classroom observations and student opinion surveys. Part-time faculty members are not required to complete an annual faculty report but are required to regularly update their credentials.

3. *Promotion and Tenure:* The BOR of the USG Policy manual section 8.3.5 cited above also outlines minimum requirements for promotion and tenure. The EGSC Promotion and Tenure Policy sets forth specific policies "in order to administer the policies of the Board of Regents and comply with the Statutes of East Georgia State College ... The purpose of this procedure is to provide an orderly and constructive process for counseling faculty members as they advance toward promotion and tenure and to provide a mechanism by which all faculty will be evaluated fairly." All faculty must be evaluated according to these policies for promotion and tenure.
4. *Pre- and post-tenure review:* Both EGSC and the USG have adopted policies regarding pre-tenure review. (see EGSC's pre-tenure review policy in the EGSC Promotion and Tenure Policy; see the USG pre-tenure review policy in the USG Board of Regents Policy Manual 8.3.5.1) Pre-tenure review is for the welfare of faculty and ensures early counseling/intervention where there are potential problem areas that may delay progression towards tenure. Both EGSC and the USG also require a post-tenure review, according to the policies set forth in the EGSC Post-Tenure Review Policy and the USG Policy Manual section 8.3.5.4.

EGSC engages in this process annually, as illustrated by the documents below:

- Sample annual evaluations from the School of Mathematics and Sciences
 - EGSC M/S Annual Evaluation Example one
 - EGSS M/S Annual Evaluation Example two
- Sample classroom evaluations from the School of Mathematics and Sciences
 - EGSC Math and Science Classroom Evaluation Example One
 - EGSC Math and Science Classroom Evaluation Example Two
- Sample annual evaluations from the School of Humanities and Social Sciences
 - EGSC Humanities and Social Science Annual Evaluation Example 1
 - EGSC Humanities and Social Science Annual Evaluation Example 2
- Sample classroom evaluations from the School of Humanities and Social Sciences
 - EGSC Humanities and Social Science Classroom Evaluation Example 1
 - EGSC Humanities and Social Science Classroom Evaluation Example 2
- Charts showing completion of annual evaluations for the last two years from the School of Mathematics and Sciences and the School of Humanities and Social Sciences.
 - EGSC Mathematics and Natural Sciences Evaluations Checklist 2018-2019
 - EGSC Mathematics and Natural Sciences Evaluations Checklist 2017-2018
 - EGSC Humanities and Social Science Evaluations Checklist 2018-2019
 - EGSC Humanities and Social Science Evaluations Checklist 2017-2018
- Sample promotion and tenure recommendations
 - EGSC Example of promotion
 - EGSC Example of promotion and tenure
- Sample pre- and post-tenure review recommendations
 - Pre-tenure sample one
 - Pre-tenure sample two
 - Post-tenure sample one
 - Post-tenure sample two























PUBLICATION OF POLICIES ABOUT APPOINTMENT, EMPLOYMENT AND REGULAR EVALUATION OF EGSC FACULTY
















All of the EGSC policies and procedures discussed above are published on the EGSC President's Office Policies and Procedures webpage. All of the above policies of the BOR USG are published on the USG website.







































CONCLUSION













EGSC, as a member institution of the USG, is subject to the comprehensive employment policies and procedures of the USG. EGSC has adopted its own employment policies and procedures which are consistent with the policies and procedures of the USG. All of these policies and procedures are published on the EGSC Policies and Procedures webpage to assure that they are available to all faculty. This comprehensive set of policies covers all aspects of the employment relationship concerning faculty, including initial employment, the ongoing employment relationship and the ongoing evaluation of faculty. These policies apply to all faculty regardless of contract or tenure status. EGSC, as evidenced by the above examples, in fact implements these policies on an ongoing basis.

Sources

-  EGSC Education Support Leave
-  EGSC Math and Natural Sciences Evaluation Checklist 2018-2019
-  EGSC Math and Natural Sciences Evaluations Checklist 2017-2018
-  EGSC Alcoholic Beverage Policy
-  EGSC Average Faculty Teaching Load 2016-2019
-  EGSC Behavioral Recommendation Team Manual
-  EGSC Benefits Continuation into Retirement
-  EGSC Conflict Resolution Example
-  EGSC Conflict Resolution Policy
-  EGSC Credential Example Graduate hours in Math
-  EGSC Credential Example PhD John G.
-  EGSC Credential Example for Master Medieval Studies John G
-  EGSC Credential Example for Masters M. Gibson for M and S
-  EGSC Credential Example for Masters in Crusader Studies
-  EGSC Education Support Leave Policy
-  EGSC Emergency Response Procedures Statesboro
-  EGSC Emergency Response Procedures Swainsboro
-  EGSC Emergency Response Procedures- Civil Disturbance
-  EGSC Employee Alcohol and Other Drug Prevention Policy - Copy
-  EGSC Employee Grievance Policy
-  EGSC Employee Handbook 3-26-19
-  EGSC Employee Handbook 3-26-19 (Page 1)

-  EGSC Employment Applications Policy
-  EGSC Employment Selection Process- Criteria for Employment Policy
-  EGSC Evaluation of Faculty Policy
-  EGSC Example of Promotion
-  EGSC Example of Promotion and Tenure
-  EGSC FMLA Example One
-  EGSC FMLA Example Two
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 19)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 20)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 21)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 28)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 30)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 31)
-  EGSC Faculty Leave Policy
-  EGSC Family Medical Leave Act Policy
-  EGSC Freedom of Expression Policy
-  EGSC General Safety Procedures
-  EGSC Humanities and Social Science Annual Evaluation Example 1
-  EGSC Humanities and Social Science Classroom Evaluation Example 1
-  EGSC Humanities and Social Science Classroom Evaluation Example 2
-  EGSC Humanities and Social Sciences 2018-2019 Evaluation Checklist
-  EGSC Humanities and Social Sciences Annual Evaluation Sample 2
-  EGSC Humanities and Social Sciences Evaluations Checklist 2017-2018
-  EGSC Interview Agenda - Dean Candidates School of Humanities and Social Sciences
-  EGSC Lactation Policy
-  EGSC Math and Science Annual Evaluation Example One
-  EGSC Math and Science Annual Evaluation Example Two
-  EGSC Math and Science Classroom Evaluation Example One
-  EGSC Math and Science Classroom Evaluation Example Two
-  EGSC Military Leave Policy
-  EGSC Non-Renewal of Contract Example One
-  EGSC Notice of Non-Discrimination
-  EGSC Police Department Policy Manual and Standard Operating Procedures CAB 11-26-19
-  EGSC Post Tenure Review
-  EGSC President's Office Webpage
-  EGSC Procedure for Merit Salary Increases

-  EGSC Questions for Applicants H and SS
-  EGSC Reduction in Force
-  EGSC Reporting and Response Procedure for Accidents Injuries Emergencies
-  EGSC Resume John Giebried H and SS Example
-  EGSC Resume Marquez Gibson example for M and S
-  EGSC Retiring Example One
-  EGSC Sample Position Posting History Faculty
-  EGSC Sample Position Posting Instructor Position Math
-  EGSC Sexual Misconduct Policy
-  EGSC Shared Sick Leave Policy
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 5)
-  EGSC TAP Example One
-  EGSC Tenure and Promotion Policy 2-20-20
-  EGSC Tobacco and Smoke Free Campus Policy
-  EGSC Travel Example 1
-  EGSC Travel Example 2
-  EGSC Travel Policy
-  EGSC Tuition Assistance Program
-  EGSC VPASA Hiring Memo example H and SS
-  EGSC VPASA Hiring Memo example for M and S
-  EGSC Video Surveillance Policy
-  EGSC Weapons Compliance Procedure Campus Carry
-  EGSC Weapons and Explosives Policy
-  Employee Grievance Example
-  Hiring MEMO - Dean Humanities and Social Sciences
-  Post-tenure Example One
-  Post-tenure Example Two
-  Pre-tenure Example One
-  Pre-tenure Example Two
-  USG Human Resources Administrative Practice Manual Reduction in Force
-  USG BOR Policy 8.3.1.4 State Colleges
-  USG Board of Regents Policy 8.3.4.2 Renewal of Non-Tenured Faculty
-  USG Board of Regents Policy 8.3.5.1 Faculty Evaluation
-  USG Board of Regents Policy 6.10 Tobacco and Smoke Free Campuses
-  USG Board of Regents Policy 8.2.1 Equal Employment Opportunity
-  USG Board of Regents Policy 8.2.19 Tuition Assistance Plan
-  USG Board of Regents Policy 8.2.7.6 Family Medical Leave - Copy

-  USG Board of Regents Policy 8.3.5.4 PostTenure Review
-  USG Board of Regents Policy Manual 6.26 Application for Discretionary Review
-  USG Board of Regents Policy Manual Section 8.0 Personnel
-  USG Board of Regents Policy Manual 8.2.7.5 Military Leave With Pay
-  USG Board of Regents Policy Manual 8.3.1.2 Minimum Qualifications for Employment
-  USG Board of Regents Policy 8.2.7.2 and 8.2.7.3 Sick Leave
-  USG Business Procedures Manual Travel Policy
-  USG Human Resource Administrative Practice Manual Employment Beyond Retirement
-  USG Human Resource Administrative Practice Manual Benefits Continuation into Retirement
-  USG Human Resources Administrative Practice Manual
-  USG Human Resources Administrative Practice Manual Grievance Policy
-  USG Human Resources Administrative Practice Manual Salary Administration Process

6.4

Academic Freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes and implements policies for academic freedom and freedom of expression that are appropriate for its mission, approved by governance, annually examined, aligned with the published policies of the University System of Georgia (USG) Board of Regents (BOR) and with those of organizations that review policies of higher education institutions. All EGSC policies and procedures apply to faculty on all campuses and off-campus instructional sites, to Distance Education faculty, and to Dual Enrollment faculty (See statement at the top of the [EGSC Policies and Procedures Web Page](#))

EGSC AND BOR HAVE ENACTED APPROPRIATE POLICIES THAT PRESERVE AND PROTECT ACADEMIC FREEDOM

EGSC developed and adopted a statement on Academic Freedom that is aligned with the 1940 and 1970 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors (AAUP), according to which "the common good depends upon the free search for truth and its free exposition." EGSC's Academic Freedom statement is, therefore, appropriate for institutions of higher education seeking to protect the free exchange of ideas related to "the advancement of knowledge, student learning or institutional quality.

EGSC also grounds its policies on Academic Freedom in the American Council on Education's (ACE) "Statement of Academic Rights and Responsibilities, included in the [EGSC Faculty Handbook, as appendix 7](#). This statement sets forth *appropriate standards for institutions of higher education*, as seen through endorsements from the American Association of State Colleges and Universities (AASCU), among others.

The [EGSC Statutes Academic Freedom Article VI., Section H](#) states:

"Academic Freedom promotes and sustains a diversity of thought and expression among faculty members and students. Such diversity is an important part of effective teaching, which is the primary job of faculty members. Indeed, intellectual diversity is a positive good for students because it creates an environment in which students can learn and exercise habits of thinking and judgment that are impossible to cultivate under other circumstances.

Therefore, members of the faculty are free to express, inside or outside the classroom, opinions on any matter that falls within the field of knowledge the faculty members are employed to teach, as well as on any topic on which they think they can contribute to the advancement of knowledge, student learning, or institutional quality. As the 1940 and 1970 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors states "The common good depends upon the free search for truth and its free exposition." Teachers are thus entitled to freedom in the classroom and on the grounds of the college campus to discuss and debate matters relevant to college life, to the common good of humanity, and to the good of American society. They should be careful, however, not to introduce into any campus discussion controversial matters which have no relation to the advancement of knowledge, student

learning or institutional quality. As members of a learned profession and of the academic community, faculty members have at all times a moral obligation to respect the opinions and dignity of others.

Thus, EGSC professors and administrators must exercise diligence in allowing students to express opinions in the classroom on matters raised by the professor or by their fellow students, understanding that they must do so in a way that respects the dignity and freedom of others and does not disrupt the class. Faculty members should make every effort to support academic freedom in their classes and to avoid the appearance that students who disagree with their views on matters of personal opinion will in any way be penalized or at a disadvantage.

If a student believes that a professor has violated this policy, the student should first try to address the problem directly with the professor. If the student and professor cannot resolve the problem themselves, the student should appeal in writing to the professor's dean within five days of the incident. If the student is dissatisfied with the dean's decision, he or she may appeal to the Vice President for Academic and Student Affairs within five days of receiving the dean's decision. And if the student is dissatisfied with the Vice President for Academic and Student Affairs' decision, he or she may appeal to the President within five days of receiving the Vice President for Academic and Student Affairs' decision.

In addition to freedom of thought and expression in the classroom, academic freedom also implies the right of faculty and staff members as well as students to speak in appropriate settings and to appropriate individuals on matters associated with the administration and governance of their institution. Therefore, college administrators have a corresponding obligation to protect and support members of the academic community in their legitimate exercise of academic freedom. Academic Freedom shall be distinguished clearly from constitutional freedom, which all citizens enjoy equally under the law. Outside the classroom and off campus, when a member of the academic community speaks or writes as a citizen, the faculty member shall be free from institutional censorship or discipline; but as persons of learning, faculty members should remember that the public might judge the education profession and institution by their utterances. They should therefore exercise prudence in their public utterances. Personal written utterances from members of the faculty to public officials, editors, or others shall not be written on College stationery. No mention of rank or College affiliation should be made."

The EGSC statements on Academic Freedom quoted above preserve the right of faculty to Academic Freedom. Other EGSC policies that touch on Academic Freedom are consistent with this statement, such as the EGSC Social Media Policy, which "...recognizes the importance of academic freedom and the use of social media to promote academic instruction, research and other scholarly activities."

The USG also preserves Academic Freedom through the USG BOR Faculty Council, which provides "a faculty voice on academic and educational matters and Board of Regents' policies related to the profession, including but not limited to tenure and promotion, academic freedom, and post-tenure review" (See the USG BOR Policy Manual section 3.2.3.1 University System of Georgia Faculty Council) Each institution has a representative on this Council, including EGSC.

The EGSC statements on Academic Freedom, cited above from the EGSC Statutes, not only preserve the right to Academic Freedom, but also protect it in asserting that "the faculty member shall be free from institutional censorship or discipline." The statements assert that "academic freedom also implies the right of faculty and staff members as well as students to speak in appropriate settings and to appropriate individuals on matters associated with the administration and governance of their institution." The statement also protects faculty speech both in and out of the classroom. This includes social media, writings and speech.

While the above Academic Freedom statements apply primarily to the classroom setting, other EGSC and USG BOR policies apply to other settings by providing an appropriate forum for speech by internal and external parties and to avoid disruption of college operations. EGSC's and the USG's policies on Freedom of Expression provide protection for Freedom of Expression outside of the classroom by designating certain areas of campuses as open areas for free speech, for all faculty, staff, students, and members of the external community, as outlined in the policy references below.

EGSC is a member institution within the USG and is governed by and in compliance with the policies of the USG BOR, as outlined below. These policies mandate that USG institutions provide open spaces where people may "speak in appropriate settings." USG BOR Policy Manual 6.5 Freedom of Expression and states that:

"USG institutions must promote open ideas and academic freedom on their campuses... To facilitate the free exchange of ideas, institutions may designate accessible, high-traffic locations on campus as public forum areas. The designation of public forum areas may not be used to prohibit individual students, faculty, or staff from engaging in communication elsewhere on campus. Reservation and use of designated public forum areas may only be required in the following limited circumstances: (1) speakers who are not enrolled at or employed by the institution; and (2) students, faculty, or staff who engage in large group demonstrations. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas."

In keeping with the USG BOR statements on Freedom of Expression, the EGSC Freedom of Expression Policy designates preferred locations and other open meeting areas as prescribed by the USG policy and specifies procedures for internal and external constituencies to make use of the open area and to distribute written materials.

EGSC defines Freedom of Expression in this policy in the following way:

"East Georgia State College (EGSC) affirms that no rights are more highly regarded than the first amendment guarantees of freedom of speech, freedom of expression, and the right to assemble peaceably. EGSC also recognizes its responsibility to provide a secure learning environment that allows individuals enrolled or employed by EGSC ("college community") to express their views in ways that do not disrupt the operation of the College. This policy in no way prohibits members of the EGSC community from engaging in conversations on campus and does not apply to college sponsored activities or classroom instruction or participation. All public outdoor areas of campus are open for free expression purposes for all individuals, subject to certain limitations contained herein. This policy establishes as preferred public forums certain outdoor areas of EGSC's campus and sets forth the requirements for forum reservations in the following limited circumstances: 1) members of the college community who plan an event with 30 or more persons; and, 2) individuals or groups who are not members of the college community who wish to speak on EGSCs campus. By placing reasonable limitations on time, place and manner of speech, EGSC does not take a position on the content or viewpoint of the expression but allows for diversity of expression to be expressed in an academic setting."

EGSC further protects faculty through the EGSC Employee Grievance Policy in the event that a faculty member feels that they have been penalized for an academic freedom issue.

Each of these EGSC policies has been fully vetted through internal governance. Each policy references at the top of the document the dates of approval by the EGSC Academic Policies and Curriculum Committee, the Faculty Senate, and the President's Cabinet at the top of the policy and/or handbook. See sample minutes of the President's Cabinet and Faculty Senate documenting governance approvals:

President's Cabinet Meeting Minutes 6/27/17 Adoption of Statutes

Faculty Senate Meeting Minutes 8/4/17 Adoption of Statutes

President's Cabinet Meeting Minutes May 22, 2018 – Adoption of Freedom of Expression Policy

President's Cabinet Meeting Minutes 5/23/17 Adoption of Faculty Handbook

EGSC Notice of Adoption Faculty Handbook and Request to Post 5/24/17

Any modification of any of these documents requires governance approval. As stated in the EGSC Policy and Governance Approval Procedures document, no policy can be considered official until it has been fully processed and approved through necessary levels of governance. EGSC maintains consistency with USG BOR policies through continuous revision of its policies in response to USG BOR revisions. As an example of the process EGSC utilizes to assure that its policies in this important area (free expression) remain current, see the following memorandum from the President dated 3-28-2018 and the Minutes of the subsequent 5/22/2018 Cabinet Meeting at which key EGSC policies concerning freedom of expression were revised in response to that memo.

See EGSC President's 3-28-2018 Memorandum; See also President's Cabinet Meeting Minutes 5/22/18.

The EGSC Freedom of Expression Policy referenced above establishes appropriate procedures aligned with USG BOR policy to ensure access to open spaces and freedom of expression. These include:

- Establishment of "preferred locations" on EGSC's main campus and off-campus instructional site in Statesboro that meet the requirements of the Freedom of Expression Policy (the grassed area outside the Student Center (Richard L. Brown Hall entrance) and the grassed area in front of the Physical Education Building; for Statesboro, the Preferred Location is the grassy area between the sidewalks adjacent to the faculty entrance to the facility).EGSC-Augusta is housed on the campus of Augusta University, which has established its own preferred locations. EGSC-Augusta personnel and students use these spaces;
- Designations areas and times for Planned Large Group Expression;
- Designation of areas for Spontaneous Campus Expression for groups under 30;
- Provisions protecting freedom of expression for non-college community members on campus;
- Assessment of security fees non-college community users in compliance with the EGSC Facilities Usage Scheduling Policy and Fees;
- EGSC Grounds Reservation Form;
- Guidelines for distribution of written materials;
- Guidelines for denials of requests based on availability and other considerations not limiting Freedom of Expression;
- Guidelines for time, place, and manner of the event that do not limit Freedom of Expression; and
- Provisions for appeals of denials.

These policies are consistent with the EGSC Facilities Usage Scheduling Policies and Fees and EGSC Minors on Campus Policy.

EGSC also publishes a set of instructional materials in the EGSC Social Media Policy on the use of disclaimers.

POLICIES CONCERNING ACADEMIC FREEDOM ARE PUBLISHED

All EGSC policies are published on the [College's Policies and Procedures webpage](#).

- The Academic Freedom and Responsibility Policy is referenced in the [EGSC Faculty Handbook \(page 30\)](#), which is published on the EGSC Policies and Procedures Web Page; and
- The Freedom of Expression Policy is referenced in the [EGSC Student Handbook \(page11\)](#), which is published on the ESGC Policies and Procedures Web Page.

EGSC IMPLEMENTS ACADEMIC FREEDOM POLICIES AND PROCEDURES

The USG has devoted significant time and attention to training concerning First Amendment issues. As stated in the letter to all USG college Presidents from the Chancellor dated April 16, 2019:

"Protecting free expression on our campuses has been and remains a top priority of the Board of Regents. As public colleges and universities, we are bound to uphold the First Amendment. We take this obligation very seriously."

As a result of this focus on the importance of the First Amendment, the USG held several system-wide Free Expression Training Seminars in the Spring of 2018. This was repeated in the Spring of 2019. (See [USG Chancellor Letter to USG Presidents Freedom of Expression April 16, 2019](#); See also the [EGSC List of President's Cabinet](#) who attended that training; See also [USG Freedom of Expression Campus Training PowerPoint](#)).









Similarly, to ensure that all institutions are informed, USG distributes information to institution presidents. The president shares this information with senior administrators in a timely manner. See [USG and EGSC President Distribution - President's Trump's Executive Order](#).


















EGSC has not had any grievances or similar charges filed under the Academic Freedom or Freedom of Expression Policies. Accordingly, no examples of adjudicated disputes concerning those policies are available.

CONCLUSION

EGSC publishes and implements appropriate policies for preserving and protecting academic freedom. These policies on academic freedom guarantee the right of freedom of expression, both in and outside of the classroom.

Sources

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-  EGSC Student Handbook 01-10-2020 (Page 11)
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-  USG Chancellor Letter to Presidents Free Expression Letter and Memorandum April 2019
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-  USO_Freedom_of_Expression_Powerpoint_-_Campus_Training,_2018

6.5

Faculty Development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) provides on-going professional development for faculty members as teachers, scholars and practitioners. These professional development opportunities are consistent with EGSC's mission as an associate degree dominant access state college offering targeted bachelor's degree programs.

MISSION OF EGSC

EGSC's mission is as follows:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC webpage, President's Office, Mission/Vision/Accreditation/Strategic Plan](#))

As demonstrated below, professional development opportunities for faculty are consistent with this mission.

EGSC'S DEFINITION OF FACULTY DEVELOPMENT

EGSC defines professional development as a role that

"... encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process of college education."

([EGSC Faculty Handbook, p. 23](#))

The EGSC Faculty Performance Guidelines include a delineation of activities that faculty should consider as components of their professional development ([EGSC Faculty Handbook, pp. 40-43](#)). The [EGSC Faculty Handbook](#) is published on the [EGSC President's Office Policies and Procedures of the College web page](#), is readily available to all EGSC faculty, and faculty are required and expected to be familiar with its contents. Faculty have full online access to the Faculty Handbook.

EGSC'S EXPECTATIONS OF FACULTY CONCERNING FACULTY DEVELOPMENT

EGSC requires all full-time faculty members to consistently engage in professional development. Part-time faculty are expected to participate in professional development required to maintain credentials required to teach in their specific disciplinary area. The annual faculty report and annual evaluation by supervisors ensure continuous faculty activity in professional development, as well as activity in teaching excellence and service. The Faculty Member Evaluation Report states the professional development expectation:

IV. Professional Growth and Development

All full-time faculty members are expected to engage in some tangible and quantifiable activity (excluding work toward a degree) identified as professional growth and development such as publishing, attending seminars, participating in field trips, presenting exhibitions, or providing professional consultations.

(See [EGSC Faculty Handbook pages 37-42](#), Faculty Member Evaluation Report)

The University System of Georgia (USG) Board of Regents (BOR) policies require all institutions to have a professional development program for faculty.

"Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development."

(See [USG Board of Regents Policy 8.3.5 Evaluation of Personnel](#))

EGSC PROVIDES ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY MEMBERS AS TEACHERS, SCHOLARS AND PRACTITIONERS CONSISTENT WITH THE INSTITUTIONAL MISSION

The [EGSC Faculty and Staff Development Policy](#) supports faculty professional development through training, workshops and conferences including participation in the EGSC Center for Excellence in Teaching and Learning; research, travel, and completing degrees. The policy describes the process for requesting professional development funds.

All of EGSC's internal CETL workshops, described below, are available to full- and part-time faculty teaching face-to-face courses and to those teaching in Distance Education Programs and Dual Enrollment courses on the main campus, online, and at off-campus instructional sites (Note that there is a section on Distance Education Professional Development provided below). Most Dual Enrollment instructors are full-time instructors at EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta. EGSC hires some part-time instructors for the Dual Enrollment Program.

All full-time instructors on any site have access to all opportunities below. Part-time instructors have access to any of the workshops provided by the CETL and to all workshops provided by the Director of eLearning. There is no fee charged for any of these workshops.

EGSC provides numerous opportunities for faculty to participate in professional development to improve the academic support that it provides to students. EGSC focuses on excellence in teaching and learning, consistent with its mission as a teaching institution focused on providing access to associate-level transfer pathways and targeted bachelor's degrees. Specifically, EGSC has designated funding, personnel, and/or physical space on campus for the following activities related to the professional development primarily through: (a) [the EGSC Center for Excellence in Teaching and Learning \(CETL\)](#), (b) participation in the [University of System Georgia Tuition](#)

Assistance Program (TAP) and (c) faculty participation in external professional development opportunities.

Part-time faculty teaching 7 credit hours or less are not eligible for TAP and are not eligible for travel funding for professional development. As mentioned in Standard 6.1, some part-time faculty teach more than 7 hours and can become eligible to receive partial benefits. Those part-time faculty who have taught on this basis for EGSC over several terms and/or years may receive some funding from their deans and/or chairs to participate in professional development deemed necessary for the College to maintain high standards for academic programs.

As described below, EGSC has a Center for Excellence in Teaching (CETL) and a CETL Director that serves faculty on the main campus and all off-campus instructional sites, as well as a Director of eLearning charged to provide professional development for online teaching and learning, and a statutory professional development committee consisting of representation across the Schools and campuses charged to develop a calendar of activities each year. EGSC professional development opportunities emphasize excellence in teaching and learning and are consistent with EGSC's mission as a teaching institution delivering associates degrees and targeted bachelor's programs. Opportunities related to professional scholarship in the disciplines and needs related to accredited disciplines are provided through professional development funding.

EGSC Center for Excellence in Teaching and Learning

The EGSC Center for Excellence in Teaching and Learning formerly known as the Center for Teaching and Learning (CTL), is located on the Swainsboro site. EGSC has dedicated a large classroom for the CETL and renovated this space to include furniture conducive to group training and discussions. The CETL has computer and projection equipment to facilitate training and a small, dedicated library of teaching and learning materials. This library is supplemented through collections in EGSC's main library on the Swainsboro campus and its GALILEO online databases.

The mission for the CETL is:

The Center for Excellence in Teaching and Learning (CETL) has a threefold mission: to advance pedagogical scholarship and professional development related to teaching, to support full-time and part-time faculty in innovative teaching, and to promote strong learning communities of faculty and students.

The CETL serves experienced and new faculty looking to share and receive support in implementing best teaching practices, effective course designs, and strategies for inspiring and engaging today's students. Faculty have opportunities to engage in conversations addressing teaching and learning trends that meet the needs of 21st-century students, even as the CETL assists faculty with navigating the latest topography of the rapidly shifting pedagogy of higher education. The center also facilitates linking student learning communities and faculty learning communities. In its mission to enhance professional development related to teaching, the CETL amplifies the communication of the institution's teaching initiatives while supporting faculty in the development and maintenance of their highest teaching standards, while faculty members cultivate students' love for lifelong learning.

The CETL Director receives a course release equivalent to three-credit hours for CETL leadership. The CETL is located on the Swainsboro campus, but most of the events offered by the CETL are made available to all faculty members, including both full-time and part-time faculty on all sites, using various web-conferencing services. Faculty members are provided with a list of CETL activities via e-mail and the CETL web site, and selected activities are also held on off-campus instructional sites. See EGSC Center for Teaching and Learning Fall 2017 Activities, Workshops and Office Hours; EGSC Center for Teaching and Learning Spring 2018

Activities, Workshops and Office Hours; EGSC Center for Teaching and Learning Participation Numbers 2017-18.

New Faculty Orientation and Academic Year Requirements

All new faculty members are required to participate in a new faculty orientation. New faculty members are assigned a full-time, tenured faculty member as a mentor. New faculty attend a variety of events throughout the year intended to enhance their understanding of the EGSC mission; related expectations of them as teachers, scholars, and practitioners; and understanding of the advisement process, duties, and general education/degree requirements at EGSC. Training in the D2L online learning management system is provided at orientation and continues through the year; training in the GradesFirst system is provided to ensure compliance with and understanding of the midterm grades and progress reports and the early alert/retention policies. See various CETL training for new faculty on the EGSC CETL Annual Report 2019.

The EGSC Annual Fall Faculty and Staff Work Conference is an opportunity for faculty and staff to enhance their understanding of EGSC's mission, institutional and USG initiatives, and to attend working unit meetings. See EGSC Fall 2019 Faculty and Staff Work Conference Agenda.

Distance Education Professional Development

EGSC offers three fully online programs, as well as numerous courses online. Consequently, it is important to provide support to faculty in these areas. The Director of eLearning (formerly the Associate Dean for eLearning, whose job is primarily focused on leadership but who may teach up to three online courses a year) provides a regular calendar of faculty development activities related to online teaching and learning (see sample calendars of activities included in the CTL offerings: EGSC Center for Teaching and Learning Fall 2017 Activities, Workshops and Office Hours; EGSC Center for Teaching and Learning Spring 2018 Activities, Workshops and Office Hours). This calendar is also visible on the CETL web site. These activities are provided online and accessible to all faculty at all locations. The Director notifies the faculty of these events via email. The workshops focus on introducing faculty members to effective online course design based on the ION rubric. Also, faculty are taught tools that facilitate various kinds of delivery needs online. Finally, effective assessment strategies, as noted in the above links to CTL activities, are included as part of the eLearning workshops. There is a dedicated budget for eLearning and these funds also support faculty attendance at external conferences related to online teaching and learning. The funds supplement what is available to faculty through their Academic Schools.

Opportunities for Professional Development Available to EGSC Faculty Through USG

The USG provides a well-organized and diverse series of professional development opportunities open to all faculty in the USG. Among these programs are the following:

- Georgia Governor's Teaching Fellows (GTF) Program. Faculty members interested in the GTF program are encouraged to apply for participation in this highly selective program. The GTF program is designed to help faculty participants improve their teaching skills. EGSC faculty members have participated in this program, and EGSC has provided release-time to GTF participants to attend meetings in Athens, GA, throughout the course of the year-long program. These faculty members have returned to EGSC and shared their experience with colleagues through formal events held in conjunction with the CETL. (See EGSC Governor's Teaching Fellow Program Announcements)
- USG Chancellors Learning Scholars. Five faculty members across the EGSC main campus and off-campus instructional sites currently serve as Chancellor's Learning Scholars and lead faculty learning communities. (See EGSC Faculty Learning Communities Invitations)

Spring 2019) Thus far, 22 faculty members have participated in the FLCs led by these scholars.

- USG Scholarship of Teaching and Learning: The USG sponsors faculty work in the Scholarship of Teaching and Learning through the appointment of system-wide fellows. EGSC has had one faculty member awarded a SOTL fellowship.
- USG Teaching and Learning Conference: The USG sponsors this annual conference attended by faculty throughout the system. Many EGSC faculty have participated in this conference. The USG Associate Vice Chancellor for Faculty Development organizes and offers annually a series of online professional development workshops.
- The USG provided special funding for a series of online workshops for math Faculty through the Dana Center at the University of Texas, sponsored by EGSC and attended by its math faculty, both full- and part-time. Fourteen full-time EGSC faculty members participated in this event. (See Dana Center FOCI Training Spring 2019)

EGSC Funds Allocated to Professional Development

Since AY 2018, EGSC has expended the following total amounts on faculty professional development:

Institutional Expenditures on Professional Development	Faculty	All
FY2018	\$75,992.62	\$189,050.84
FY2019	\$83,745.93	\$209,866.87

EGSC has supported the professional development of faculty by allocating funds for faculty to participate in professional development external to EGSC and the USG. The tables found at the end of the narrative illustrate the funding from EGSC for faculty to attend professional conferences since Fall 2017. The Deans of the Academic Schools allocate funding each year for dedicated professional development funds. Activities may occur during the regular ten-month contractual period for faculty or may occur during the summer months. For example, the Dean of EGSC’s School of Humanities and Social Sciences provides funds during the summer terms so that faculty may participate in professional development activities.

*Note that these tables do not include the funding for the Dana Center project.

EGSC faculty members are expected to engage in professional development activities, and this encompasses developing their abilities and engaging in scholarly work. EGSC provides professional development opportunities for faculty to pursue scholarship and professional interests and state, national, and international conferences and seminars. EGSC faculty have presented papers at state and national conferences and have attended state and national conferences related to their disciplines.

As described above, EGSC encourages the active participation of faculty in the University System of Georgia’s Tuition Assistance Program (TAP). The USG allows benefited faculty and staff members to participate in a tuition assistance program designed to provide professional growth and development opportunities. The TAP program fully covers tuition and fees for each participant. (See Example of TAP recipient). EGSC supports TAP faculty members’ participation by rearranging teaching schedules so that can they attend courses. EGSC had the following faculty TAP participation: Fall 2017, six faculty members; Spring 2018, seven faculty members; Summer 2018, six faculty members; Fall 2018, seven faculty members, and Spring 2019, six faculty members. The institution has expended the following funds in support of TAP:

Tuition Assistance Program (TAP)	FY2018	FY2019
Tuition Reimbursement	\$32,568.51	\$21,219.47
Tuition Remission	\$32,568.51	\$21,219.47
Total	\$32,568.51	\$21,219.47

This program enables EGSC faculty to pursue advanced degrees while employed at the College and to further develop as scholars. EGSC provides additional support in the form of schedule adjustments, as necessary, to accommodate courses held off-campus (such as a faculty member in Spanish who is seeking advanced degrees in French and whose schedule was modified to facilitate enrollment in required courses).

EGSC has an accredited nursing program, the RN-BSN Bridge program, which demands that faculty stay current in their area of expertise and that they maintain current licensures as practitioners. EGSC provides funding to attend discipline-specific accreditation and other conferences, such as statewide Nursing meetings.

The following table illustrates the total funding associated with Nursing Accreditation Projects, including ACEN and SACS Accreditation work (includes one full-time faculty member and the full-time Director):

Nursing Program Development	FY2018	FY2019
Travel	\$5,208.20	\$6,522.78
Operating	\$9,841.65	\$19,358.54
Total	\$15,049.85	\$25,881.32

EGSC emphasizes accreditation work across the college and provides opportunities for many faculty to participate in SACSCOC conferences. Attendance at these events develops faculty as practitioners, especially in the area of assessment of learning outcomes and best practices related to general education assessment and requirements, program coherence, content, quality, and requirements. Over the last two years, at least eight faculty have participated in these events. The following table summarizes the funds provided to EGSC faculty to attend SACSCOC annual conferences and the Summer Quality Enhancement Institute:

SACSCOC	FY2018	FY2019
Travel	\$9,864.68	\$14,386.73
Operating	\$10,713.68	\$19,080.43
Total	\$20,578.36	\$33,467.16

EGSC has programs such as the AA and BA in FESA. These programs require faculty who are certified firefighters and who are either active practitioners or have long experience in the field. EGSC provides funding for association memberships and other meetings necessary for these faculty and the Program Director to stay current in the field.

The following table illustrates the funding provided to the FESA program for professional development as practitioners (includes one full-time faculty member):

Fire & Emergency Management Services (FESA)	FY2018	FY2019
Travel	\$3,710.64	\$3,130.64
Operating	\$6,299.94	\$19,843.56
Total	\$10,010.58	\$22,974.20

EGSC faculty in Biology and other areas attend events designed to maintain currency in areas of practice that touch on course content and work with students in and beyond the classroom. Faculty in the Biology department hosted an annual aquaponics conference

attended by faculty throughout the system. EGSC provides support for this event, including space, printing costs, and refreshments. See [EGSC Professional Development Example Georgia Aquaculture Association Meeting 2017](#), [EGSC Professional Development Example Georgia Aquaculture Association Meeting 2019](#)

EGSC also supports faculty participation in numerous events hosted by the USG to enhance their skills as practitioners in areas such as advisement, learning support, and career connections to the majors. These have included [USG Momentum Year Summits](#), [USG Co-Requisite Academy](#), [USG Mindset Summit](#), and [USG Advising Academy](#). At least 15 faculty have participated in these events, and EGSC has dedicated funding for these projects.

Moreover, EGSC has participated in the John Gardner Institute for Excellence in Undergraduate Education's Gateways to Completion Project and has two teams of faculty working to redesign courses in math and English. EGSC has funded participation in two annual University System of Georgia meetings for other system participants engaged in this work and the annual conferences of the Gardner Institute for Gateways to Completion, Communities of Practice, and the Teaching and Learning Academy associated with the project. These events focus on key skills needed by practitioners related to course redesign, analysis of key performance indicators, and other related skills. Faculty course team leaders for this project are provided with one three-credit course release time and faculty participants receive \$1000 stipends per year for this work. See [EGSC- Gardner Institute Gateways to Completion Agreement 2019-20](#).

EGSC provides regular workshops on advisement. These workshops review the use of DegreeWorks for advisement accuracy, and requirements for degree programs, EGSC and USG BOR policies for completion of Area A and placement in Area A courses, and techniques for helping students to declare appropriate majors. These workshops relate to service expectations of all faculty, who are required to engage in the advisement process. See [EGSC DegreeWorks and Advisement Workshop Spring 2018](#)

EGSC provides professional development funding for faculty to attend meetings of professional societies where they may serve as members of executive or advisory boards. These include state and national organizations. Several EGSC faculty members serve on the University System of Georgia Board of Regents' Advisory Councils (RACs) for various disciplines. These faculty members help to inform statewide academic requirements and policies related to their disciplinary standards. EGSC faculty serve as members of the USG General Education Council, Regents Advisory Committee for Academic Affairs (RACAA), Regents Advisory Committee for Student Affairs (RACSA), Regents Advisory Committee for Accreditation, Assessment, and Effectiveness (RACEA), and numerous other organizations. The EGSC President and one faculty member each serve as chair of one of these committees. See [EGSC Regents Advisory Committee Representation](#). EGSC funds participation in the meetings related to these groups, which may occur on every term and/or every academic year. Participation in these meetings enhances abilities as a practitioner and awareness of state and other policies and procedures that inform practice.

Other Professional Development Opportunities at EGSC

The Vice President for Academic and Student Affairs conducts an annual tenure and promotion workshop that addresses all the areas referenced above in terms of professional expectations. All full-time faculty who are undergoing tenure and promotion in the current academic year are required to attend the event, but faculty may attend beginning at any point in the tenure and promotion cycle. This event reviews criteria for noteworthy performance in teaching, professional development, and service as described in EGSC's Promotion and Tenure Policy. See [EGSC Tenure and Promotion Workshop 2018 Agenda](#).

Summary of EGSC Faculty Professional Development Activities

Despite teaching loads of 15-16 credit hours per term, EGSC faculty are fully engaged in professional development, as indicated by the tables below (Note that the data above does not include references to professional development activities that are held on the EGSC campus; see also Standard 6.1 for more detailed information).

College of Mathematics and Natural Sciences

Peer-Reviewed Publications	Presentations and State and National Conferences	Courses Taken	State/National Conferences Attended
14	28	36 (counting full-term FOCI course through the University of Texas Dana Center as only one instance for 14 faculty members)	81

College of Humanities and Social Sciences













Peer-Reviewed Publications and/or Exhibitions	Presentations	Courses Taken	State/National Conferences Attended
30	48	42 (does not count webinars)	99













These activities are fully consistent with the institution's mission, which is focused on teaching and learning.

CONCLUSION

EGSC's mission is to serve as an associate degree dominant access state college that offers targeted bachelor's degree programs. EGSC provides ongoing professional development opportunities for faculty members as teachers, scholars and practitioners consistent with that mission.

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-  EGSC Fall 2019 Faculty and Staff Workshop Agenda
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-  EGSC Mission and Accreditation Webpage
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-  EGSC Regents Advisory Committee Representation 2019
-  EGSC Tenure and Promotion Workshop 2018 Agenda
-  Faculty and Staff Development Opportunities
-  Georgia Governor's Teaching Fellows Program
-  Tuition Assistance Plan Example - Library Staff Fall 2019
-  USG Corequisite Academy Agenda Fall 2018
-  USG Advising Academy Preliminary Agenda
-  USG Board of Regents Policy 8.3.5.1 Faculty Evaluation
-  USG Board of Regents Policy 8.2.19 Tuition Assistance Plan
-  USG Chancellor's Learning Scholars
-  USG Mindset Summit Agenda 2018
-  USG Momentum Summit II Agenda 2019
-  USG Scholarship of Teaching & Learning
-  USG Teaching and Learning Conference 2020

7.1

Institutional Planning

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes designed to ensure institutional quality and effectiveness and incorporates a systematic review of institutional goals and outcomes consistent with its mission through annual updates to the College's strategic plan.

OVERALL DESCRIPTION OF EGSC'S PLANNING AND EVALUATION PROCESS

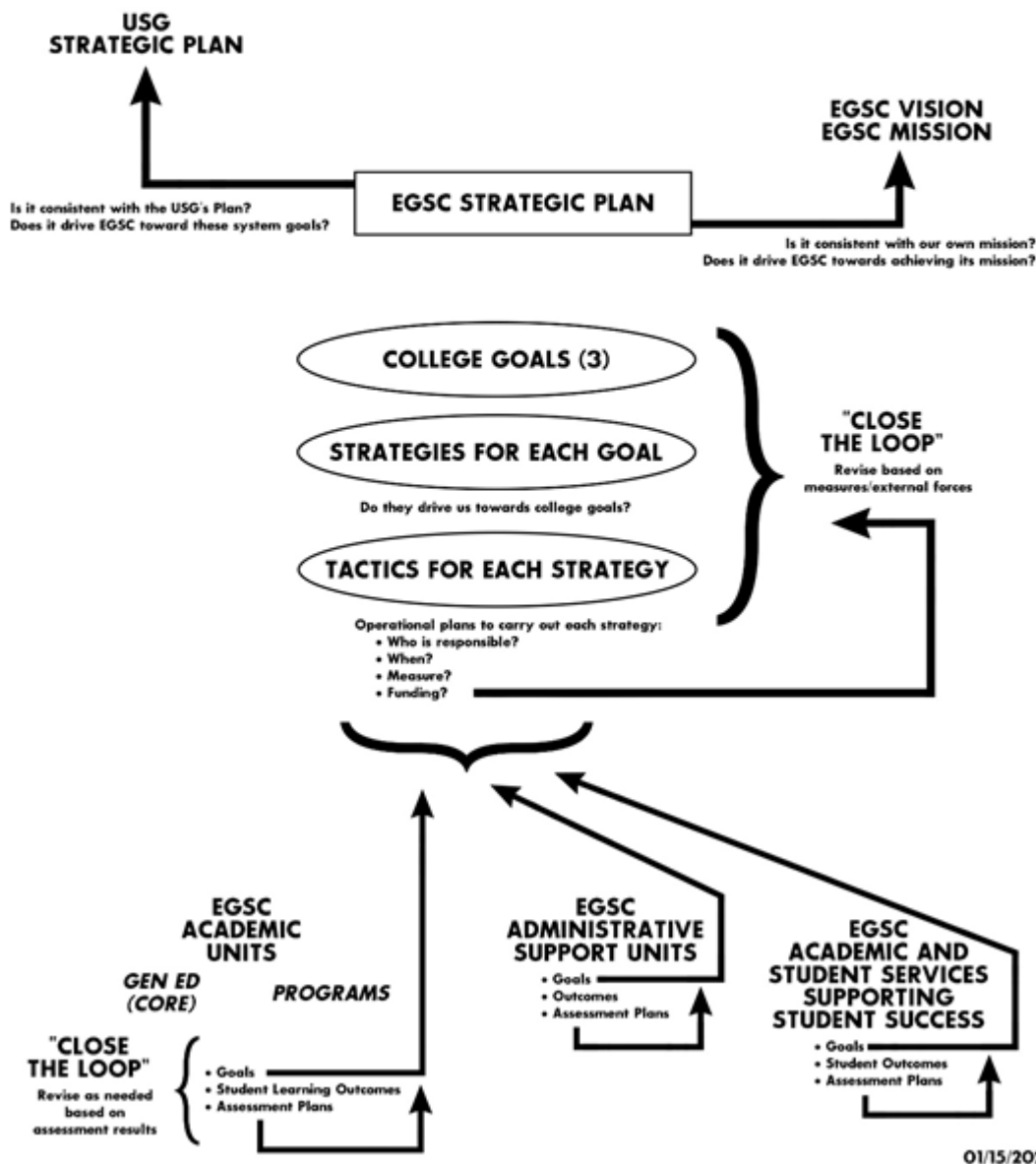
The primary components of EGSC's planning and evaluation process, as discussed in detail below, are the following:

- EGSC's "rolling" three-year strategic plan, which is evaluated and updated annually. Since EGSC is one of 26 member institutions in the University System of Georgia (USG), EGSC's own strategic plan is designed to be consistent with the USG's strategic plan (See USG Strategic Plan 2024) and drives EGSC towards the goals in Strategic Plan 2024.
- Assessment Plan for all EGSC's Academic Programs. Each academic program establishes student learning outcomes, a plan to regularly assess those outcomes, and a plan to analyze and maintain assessment data and improve based on assessment results. (See Section 8.2.a and Section 8.2.b of this Compliance Certification)
- Assessment Plans for all of EGSC's Administrative Units. Each administrative unit establishes outcomes, a plan to regularly assess those outcomes, and a plan to analyze and maintain assessment data and improve based on those assessment results. (See Section 7.3 and Section 8.2.c of this Compliance Certification)

The following chart depicts, at a macro level, the relationship among these key components.

IE PROCESS

CONTINUOUS IMPROVEMENT AT EAST GEORGIA STATE COLLEGE



All the above components taken as a whole, constitute EGSC’s Institutional Effectiveness Plan.

The institutional effectiveness of East Georgia State College is the responsibility of the President of the College and the President’s Cabinet. The College’s Institutional Effectiveness Committee is chaired by the College’s Director of Strategic Planning and Institutional Research and is charged with reviewing the EGSC’s compliance with the SACSCOC institutional effectiveness principles. The Institutional Effectiveness Committee reports to the President and to the Cabinet on the College’s progress toward fulfilling these principles annually. (See EGSC Institutional Effectiveness Policy – FY 2019-20; EGSC Statutes, Article V.B.25 (Page 24), establishing the Institutional Effectiveness Committee as a standing committee of the President’s Cabinet).

EGSC'S PLANNING AND EVALUATION PROCESS IS ONGOING

EGSC conducts systematic review of the alignment of institutional goals and outcomes with EGSC's mission. This is accomplished through a strategic planning process that produces an annual update of its strategic plan focusing on a rolling three-year planning horizon.

The President of EGSC meets with members of his Cabinet, along with other senior staff, in a strategic planning meeting (typically each summer) to evaluate progress made toward achieving the institution's goals as stated in the current strategic plan and to discuss strategies for advancing those goals over the next three years. Based on retreat discussions and exercises, staff subsequently develop tactical action plans in each of their areas designed to support the strategies agreed upon at the retreat.

See the following as evidence of the ongoing nature of EGSC's strategic planning process.

- Agenda for EGSC's 2012 Strategic Planning Meeting (called "Priority Setting" at that time (02/03/2012);
- Call of special Cabinet Meeting in 2013 to review draft of revised strategic plan (07/31/2013);
- Call of special Strategic Planning Meeting in 2014 (07/07-08/2014 and Agenda for strategic planning meeting;
- Agenda for Strategic Planning Meeting in 2015 (06/11-12/2015);
- Agenda for Strategic Planning Meeting in 2016 (08/11/2016);
- Agenda for Strategic Planning Meeting in 2017 (07/10/2017); and, Strategic Planning Summary Notes for 2017;
- Memo and Agenda for Strategic Planning Meeting in 2018 (07/23/2018; follow-up Strategic Planning Meeting (11/05-06/2018); and, Strategic Planning Summary Notes for 2018;
- Call for Strategic Planning Meeting in 2019 (07/31/2019); and Strategic Planning Summary Notes for 2019.

Updates to the strategic plan are coordinated by the Director of Strategic Planning and Institutional Research. A draft of the updated strategic plan is prepared for presentation and adoption at a monthly meeting of the President's Cabinet. The agreed upon updated strategic plan is then used to guide and coordinate activity throughout the College's departments and guide discussions at annual budget meetings. In addition, the updating process allows for the incorporation of new strategies and related tactical action plans whenever they are determined to be necessary by the President in consultation with his Cabinet. As part of its annual review process, the Institutional Effectiveness Committee reviews progress toward the achievement of the strategic action plans and their impact on improving institutional quality and fulfilling the College's mission.

The EGSC Strategic Plan FY 2019 – FY 2021 resulted from the College's planning process in 2018. EGSC's 2019 planning process produced EGSC Strategic Plan FY 2020 – FY 2022. As presented in the current plan, the College is guided by the goals of the Complete College Georgia (CCG) initiative and the vision statement and goals of the USG Strategic Plan 2024 as approved by its governing Board of Regents in November 2019 and taking effect in January 2020. The College's first institutional goal articulates EGSC's commitment to contributing significantly to the USG's CCG and the strategic planning goals focusing on student success, responsible stewardship, economic competitiveness, and community impacted. Consistent with its role as an access institution within the USG, EGSC's four institutional goals for these focus areas are presented below.

1. **Student Success:** East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success.

2. **Responsible Stewardship:** East Georgia State College uses innovative cost control measures to deliver high quality, affordable degree programs.
3. **Economic Competitiveness:** East Georgia State College is a catalyst for economic development through a variety of initiatives and degree programs that nurture effective student leaders equipped to transform communities in innovative ways.
4. **Community Impact:** East Georgia State College provides a rich array of public service programs through its Sudie A. Fulford Community Center and Morgan House to the communities it serves.

EGSC's current strategic plan includes 13 strategies and multiple tactical action plans to implement these strategies listed in an [index](#). It also includes an [appendix](#) that summarizes the results of an enterprise risk management exercise conducted by the President's Cabinet in 2019 and compares those results with a similar exercise that was conducted in 2013. These exercises were conducted consistent with [USG BOR Policy 7.11 Risk Management](#).

EGSC'S PLANNING AND EVALUATION PROCESS IS COMPREHENSIVE

As described above, the process of continually revising EGSC's strategic plan has involved leaders from all EGSC's units. This is reflected in the "person's responsible" for carrying out the tactics in EGSC's current strategic plan. All EGSC's major areas are represented in the "persons responsible" for that plan. (See [EGSC Strategic Plan, FY2020-2022, pages 3-6](#).)

The comprehensiveness of EGSC's institutional effectiveness effort is also reflected in the assessment plans which drive all EGSC units toward the college's strategic goal. Each administrative unit and each academic program has an assessment plan in place. (See [Section 8.2.a](#), [Section 8.2.c](#), and [Section 7.3](#) of this Compliance Certification.)

EGSC'S PLANNING AND EVALUATION PROCESS IS RESEARCH BASED

EGSC's overall institutional effectiveness effort is based on continuous review of data concerning EGSC's improvement. [See the [memo from the President to all heads of academic and administrative units dated 04/04/2017 about assessment plans \(requiring each unit to have a plan about maintaining and collecting data to support assessment efforts\)](#); See, also, the [EGSC Strategic Plan FY2020-FY2022 \(identifying a specific "target" for each "tactic."\)](#)]

EGSC has assessment planning and reporting systems in place to monitor and improve the quality of its educational programs and to ensure the effectiveness of all its functional units in realizing its mission. The current system was updated in April 2017 based on guidance provided by the President of the College. For each academic program and administrative unit, a data maintenance and collection plan and a plan for annual analysis of assessment results. In addition, the associate degree program coordinators, bachelor's degree program directors, and the administrative unit heads are to report annually on assessment results. (See [EGSC Presidential Memo re Assessment Plans 4-10-2017](#).)

Presented below are the academic assessment planning and annual reporting templates used to monitor the College's academic degree programs.

Academic Program Assessment Data Maintenance and Collection Plan

<p>Learning Outcome (List each learning outcome in your plan)</p>	<p>Assessment Methods (List the specific assessment methods to be used to determine whether each outcome has been attained)</p>	<p>Detailed Descriptions of Assessment Methods (Define each assessment method so there is no ambiguity about the meaning of your measure.)</p>	<p>Compilation/Maintenance of Assessment Results (Assessment results need to be compiled consistently from year to year. Establish responsibility for compiling and maintaining results.)</p>
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Plan for Annual Analysis of Academic Program Assessment Results*

<p>Learning Outcome (List each learning outcome in your plan)</p>	<p>Assessment Methods (List the specific assessment methods to be used to determine whether each outcome has been attained)</p>	<p>Person Responsible for Analysis (List by title, not name, the individual responsible to analyze assessment data of that learning outcome and present recommendations for change if needed.)</p>	<p>Process to be used to Make Decisions about Changes Needed (Describe briefly the process your program will use to determine the specific changes to be made.)</p>
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**East Georgia State College
Program Assessment Annual Report**

Program:

School:

Program Coordinator: Name: Phone: Email Address:

Academic Year:

Date Submitted:

<p>Program Learning Outcomes (PLO)</p>	<p>Course(s) Assessed</p>	<p>Assessment Methods (List the specific assessment methods actually used to determine whether each outcome has been attained)</p>	<p>Direct/ Indirect</p>	<p>Assessment Results (Summarize assessment results for each assessment method.)</p>	<p>Action Needed (Describe specific actions that have been taken in response to results.)</p>
<p>PLO 1: Benchmark:</p>					
<p>PLO 2: Benchmark:</p>					
<p>PLO 3: Benchmark:</p>					
<p>PLO 4: Benchmark:</p>					
<p>PLO 5: Benchmark:</p>					

Presented below are the administrative assessment planning and annual reporting templates.

Administrative Assessment Data Maintenance and Collection Plan

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Data Definition (Define each measure so there is no ambiguity about the meaning of your measure.)	Data Source (State the specific source of the data. Indicate whether the source is publicly available through Argos or is internal to your unit.)
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Plan for Annual Analysis of Administrative Assessment Results

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Person Responsible for Analysis (List by title, not name, the individual responsible to analyze assessment of that outcome and present recommendations for change if needed.)	Process to be used to Make Decisions about Changes Needed (Describe briefly the process your unit will use to determine the specific changes to be made.)
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Annual Report of Administrative Assessment Results and Changes Implemented

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures actually used to determine whether each outcome has been attained)	Assessment Results (Summarize assessment results for each measure.)	Action Needed (Describe specific changes to be made and the time line for implementing.)
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Academic program assessment plans and reports are presented in [Section 8.2.a](#). Administrative unit assessment plans and reports are presented in [Section 7.3](#) and [Section 8.2.c](#).

EGSC’S PLANNING AND EVALUATION PROCESS IS AN INTEGRATED PROCESS

Each year, internal budget hearings are held at EGSC. Heads of all units meet with the President and Vice President for Business Affairs (EGSC’s chief budget officer) to discuss each unit’s budget for the coming fiscal year.

The directives sent to each unit head annually by the EGSC President demonstrate the central importance of each unit’s progress towards its strategic goals in the determination of the unit’s budget. (See [memos from President to Vice President for Information Technology concerning FY15-FY20 budget hearings as example of the integration of strategic goals and budget planning](#)).

EGSC’S PLANNING AND EVALUATION PROCESSES FOCUS ON INSTITUTIONAL QUALITY AND EFFECTIVENESS

EGSC’s four strategic goals focus squarely on quality and effectiveness. Those four goals were presented earlier in the narrative and are again presented below:

1. **Student Success:** East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success.
2. **Responsible Stewardship:** East Georgia State College uses innovative cost control measures to deliver high quality, affordable degree programs.
3. **Economic Competitiveness:** East Georgia State College is a catalyst for economic development through a variety of initiatives and degree programs that nurture effective student leaders equipped to transform communities in innovative ways.
4. **Community Impact:** East Georgia State College provides a rich array of public service programs through its Sudie A. Fulford Community Center and Morgan House to the communities it serves.

(See [EGSC Strategic Plan, FY2020-2022, page 2](#))

As stated in the "Statement of Purpose" on the college's Institutional Effectiveness Committee in the EGSC Statutes:

"The purpose of the Institutional Effectiveness Committee is to foster the continuous institutional improvement process. These processes encompass strategic planning to include enterprise risk management analysis and action planning; both academic and administrative unit assessment; and comprehensive program review (CPR) and reporting..."

Concrete evidence of this focus on institutional quality and effectiveness is best illustrated by the specific tactics listed in the college's current strategic plan. (See [EGSC Strategic Plan, FY 2020 FY2022, pages 3-6.](#))

EGSC'S PLANNING AND EVALUATION PROCESS INCORPORATES A SYSTEMATIC REVIEW OF INSTITUTIONAL GOALS AND OUTCOMES CONSISTENT WITH ITS MISSION

As demonstrated above, since 2012, EGSC has annually, systematically reviewed and updated its institutional goals to ensure that it is acting in a manner consistent with its mission.

EGSC's mission, as stated in its strategic plan, is as follows:

"East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment."

(See [EGSC Strategic Plan FY2020-FY2022, page 1](#))

EXAMPLES OF HOW EGSC'S PROCESS HAS LED TO CONTINUOUS IMPROVEMENT

During the period from 2012 to the present, the introduction of three new bachelor's degree programs, an Augusta, Georgia, location, and the introduction of residence halls on the home

Swainsboro Campus, illustrate that this systematic review has led to concrete action consistent with the mission of EGSC as an access institution.




































- EGSC has added three bachelor's degree programs in 2012:
 - Biology;
 - Fire and Emergency Services Administration;
 - RN-BSN (Nursing)
- EGSC offered one degree in 2011, an associate of arts degree in core curriculum (AACC). In addition to the AACC, EGSC now offers 15 associate degrees with disciplinary distinction and three bachelor's degrees.
- EGSC added two residence halls with 435 beds to assure that qualified students in the region who do not live within driving distance of EGSC's main campus in Swainsboro have access to an affordable, high-quality college education.
- EGSC has expanded to offer programs in three locations. In 2011, EGSC offered programs in Swainsboro and Statesboro. EGSC expanded in 2013 to offer programs in Augusta, as well.
- EGSC has executed two comprehensive MOU's with sister institutions, Georgia Southern University and Augusta University, designed to improve pathways for EGSC students to a wide range of bachelor's degrees.
- EGSC is now in the process of renovation of a building on the Georgia Southern University campuses. This is designed to make the transition from EGSC to Georgia Southern University clearer and more direct. The move to this new location will take place in 2021.
- EGSC has introduced a program to provide college courses, non-credit courses, a certificate in workforce development and access to a college residential experience to developmentally disabled adults. This program, known as CHOICE, has provided access to a college experience to many deserving students in the region who, otherwise, would have been denied a college experience

CONCLUSION

EGSC's ongoing strategic planning process and regular assessment of academic and administrative programs and units constitute an ongoing, comprehensive, research-based planning and evaluation process. These processes are integrated with other key college processes, such as the annual budget process. All of the elements of this institutional effectiveness process focus on quality and effectiveness. This institutional effectiveness process methodically and systematically reviews EGSC's goals and outcomes to assure that EGSC is making progress towards its goals, achieving its desired outcomes and changing continuously and acting consistently with its mission.

Sources

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-  EGSC Annual Report FY 2016
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-  EGSC Comprehensive Program Review-AACC 2017
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-  EGSC General Education Comprehensive Program Review - 2016
-  EGSC IE Process Chart 1-2020
-  EGSC Institutional Effectiveness Policy FY 2019-20
-  EGSC Physical Master Plan June 2018
-  EGSC President Letter to VPIT Concerning FY16 Budget Planning
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-  EGSC Strategic Plan Goals Strategies & Tactics Index
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-  EGSC Strategic Planning Meeting Email and Agenda 06-11-2015
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-  Letter from EGSC President to Unit Heads - Integrating the Strategic Plan into the budget process 2012
-  President Boehmer Memo re Academic and Administrative Unit Assessment Plans 4-10-2017
-  USG BOR Policy 7.11 Risk Management
-  USG Complete College Georgia 2019
-  USG Strategic Plan 2024

7.2

Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College has not requested early review of its quality enhancement plan. The College's quality enhancement plan will be submitted for review to the on-site peer review committee.

7.3

Administrative Effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) identifies expected outcomes and demonstrates the extent to which the outcomes are achieved for each of its administrative support services through an annual system of assessment reporting. Presented below in Table 1 is a listing of EGSC administrative units. Table 1 corresponds to the [EGSC Organizational Chart](#). Links to supporting departmental organization charts are embedded in Table 1. The last column in Table 1 indicates whether the assessment of a specific unit is addressed here or in response to [SACSCOC Principles Section 8.2.c \(Student outcomes: Academic and Student Services\)](#).

Table 1: EGSC Administrative Units (Positions created: AVPAA¹ July 2019)

Department	Unit	Unit Head Position	SACSCOC Principle
Academic Affairs	Vice President for Academic and Student Affairs	VPASA	7.3
	• Dean of Humanities/Social Sciences	Dean	7.3
	• Dean of Math/Natural Science	Dean	7.3
	• African American Male Initiative (AAMI)	Director	8.2.c
	• Center for Teaching and Learning	Director	8.2.c
	• eLearning (see IT below)	Associate Dean	8.2.c
	Associate Vice President for Academic Affairs ¹	AVPAA	7.3
	• Library	Director	8.2.c
	• Learning Commons	Director	8.2.c
	• CHOICE	Director	8.2.c
• Dual Enrollment	Coordinator	8.2.c	
Student Affairs	Vice President for Academic and Student Affairs	VPASA	7.3
	• Housing	Director	8.2.c
	• Military Resource Center	Coordinator	8.2.c
	• Student Conduct	Director	8.2.c
	• Student Life	Director	8.2.c
	• Counseling & Disability Services	Director	8.2.c
	Associate Vice President for Enrollment Mgmt.	AVPEM	7.3
	• Admissions	Director	8.2.c
	• Financial Aid	Director	8.2.c
• Registrar	Registrar	8.2.c	
Athletics	Athletics Director	Director	8.2.c

Table 1: EGSC Administrative Units (concluded)**(Positions created: ISO² July 2018; AVPEA³ May 2019;)**

Department	Unit	Unit Head Position	SACSCOC Principle
Business Affairs	Vice President for Business Affairs	VPBA	7.3
	• Dining Services	Director	7.3
	• Plant Operations	Director	7.3
	• Financial Accounting/Grants	Director	7.3
	• Human Resources	Director	7.3
	• Student Accounts/Payroll	Director	7.3
EGSC Augusta	Associate Vice President for External Campuses	AVPEC	7.3
EGSC Statesboro	• Director of EGSC Statesboro	Director	7.3
Information Technology	Vice President for Information Technology	VPIT	7.3
	• Database Administration	Administrator	7.3
	• eLearning (see AA above)	Associate Dean	8.2.c
	• Enterprise Services	Manager	7.3
	• Infrastructure Services	Manager	7.3
	• Support Services	Manager	7.3
	• Information Security Officer ²	IT Security Specialist	7.3
	• Web Services (see IA below)	Web Services Specialist	7.3
Institutional Advancement	Vice President for Institutional Advancement	VPIA	7.3
	• Fulford Center	Director	7.3
	• Georgia Youth Science and Tech Center	Coordinator	7.3
	• Alumni Services	Coordinator	7.3
	• Web Services (see IT above)	Web Services Specialist	7.3
	• Event Planning/Facilities Scheduling	Director	7.3
Public Safety	Police Department	Director/Police Chief	8.2.c
President of the College	Associate Vice President for Executive Affairs ³	AVPEA	7.3
	Chief of Staff & Legal Counsel	Chief of Staff	7.3
	Strategic Planning & Institutional Research	Director	7.3
	Title IX	Coordinator	8.2.c

EGSC uses the following planning and reporting templates to guide administrative units in assessing the accomplishment of unit goals and how the unit goals contribute to institutional goals within the context of the College's strategic planning process. Presented below in Table 2 is the EGSC Administrative Assessment Data Maintenance and Collection Plan template used to define the appropriate assessment measures for each administrative unit and the sources of assessment data.

Table 2: EGSC Administrative Assessment Data Maintenance and Collection Plan Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Data Definition (Define each measure so there is no ambiguity about the meaning of your measure.)	Data Source (State the specific source of the data. Indicate whether the source is publicly available through Argos or is internal to your unit.)
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Presented below in Table 3 is the EGSC Administrative Plan for Annual Analysis of Assessment Results template used to guide the annual analysis of assessment results and changes made in response to those results.

Table 3: EGSC Administrative Plan for Annual Analysis of Assessment Results Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Person Responsible for Analysis (List by title, not name, the individual responsible to analyze assessment of that outcome and present recommendations for change if needed.)	Process to be used to Make Decisions about Changes Needed (Describe briefly the process your unit will use to determine the specific changes to be made.)
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Following the conclusion of each fiscal year on June 30th, the College’s administrative units submit assessment reports summarizing assessment results using appropriate measures and specifying any changes necessary to meet unit goals. The EGSC Administrative Annual Report of Assessment Results and Changes Implemented template is presented below in Table 4.

Table 4: EGSC Administrative Annual Report of Assessment Results and Changes Implemented Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures actually used to determine whether each outcome has been attained)	Assessment Results (Summarize assessment results for each measure.)	Action Needed (Describe specific changes to be made and the timeline for implementing.)
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Presented in Table 5 through Table 30 below are excerpts from FY 2017-18 and FY 2018-19 administrative unit assessment reports for the administrative units addressed in this narrative. Links to the administrative unit assessment plans and annual reports for these units are listed in Table 31. Assessment plans and reports for administrative units identified in Table 1 above as providing academic and student services are addressed in Section 8.2.c (Student outcomes: Academic and Student Services).

As discussed in 7.1 of this Compliance Certification, assessment results are integrated with strategic planning for EGSC. As discussed in Section 7.1, an annual strategic planning meeting takes place to revise and update the college’s rolling three-year strategic plan. The results of annual assessments are utilized by each of the Cabinet members participating in the annual

strategic retreat to determine how strategies in the plan and the targets associated with each plan should be modified.

Sample Excerpts from EGSC Administrative Unit Assessment Reports

Table 5: Academic Affairs – Vice President for Academic and Student Affairs

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Successfully provide support and lead academic programs through accreditation projects, specifically the RN-BSN program.	Program has a successful SACSCOC site visit and is approved by the SACSCOC Board of Trustees. Program is admitted to ACEN candidacy. Program progresses to ACEN site visit.	RN-BSN approved by SACSCOC board of trustees. RN-BSN program admitted to ACEN candidacy. ACEN Site Visit scheduled for September.	SACS feedback was positive. Evaluate feedback of ACEN upon receipt. Continue to support program and to facilitate collaboration between AA, EM, marketing, and other units for increased enrollment.
FY 2018-19	Form a retention team.	Retention team approved and formed by summer 2018. Success rate of students contacted will be 70 percent or higher in FY 19.	Retention team implemented and held meetings. Chair in 2019 was Sherrie Helms. A new chair will be appointed for 2020.	Committee will begin amassing data to evaluate student progress. Early alert system is currently in use via Grades First and faculty report during the sixth week of the semester

Table 6: Academic Affairs – Dean of Humanities and Social Sciences

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	To facilitate increases in success rates in the gateway course, College ENGL 1101 (Composition I)	Review fall semester success rates using the Argos dashboard.	Fall 2017- 37.71%	In 2018 continued standardizing the curriculum, modifying intensive eight-week sessions, developing English pathways, began working on course redesign
FY 2018-19	Develop alternative course scheduling to accommodate student needs.	# of sections taught online # of sections taught on 8 week schedule Data collected from Banner	<u>Online sections</u> Fall 2017- 31 Fall 2018- 52 Fall 2019- 57 <u>8 week sections</u> Fall 2017- 8 (includes 5 online) Fall 2018- 38 (includes co-requisite ENGL support sections) (includes 4 online) Fall 2019- 18 (includes co-requisite ENGL support sections) (includes 8 online)	The changes described below were implemented for Fall 2018. Studies show that students who finish Area A in their first year exhibit higher graduation rates. Continue to offer Area A courses in 8-week sessions. English Composition I and II pathways mandated by the USG are now instituted. Meet with coordinators weekly to determine student needs.

Table 7: Academic Affairs – Dean of Mathematics and Natural Sciences

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	To facilitate increases in success rates in the gateway course, Quantitative Skills and Reasoning (MATH 1001).	Review fall semester success rates using the Argos dashboard	Fall 2016-56% Fall 2017-59% Fall 2018-	The changes described below were implemented for Fall 2018. Standardized curriculum, institute the use of open source text books to assist students who cannot afford books, develop intensive eight week sessions, develop math pathways, implement course redesign
FY 2018-19	Develop alternative course scheduling to accommodate student needs.	# of sections taught online # of sections taught on 8 week schedule # of sections taught in intersession periods Data collected from Banner	Online sections Fall 2017-28 Fall 2018-43 Fall 2019-54 8-week sections Fall 2017-1 Fall 2018-18 (includes co-requisite math support sections) Fall 2019-13 (includes co-requisite math support sections) Intersession sections Fall 2017-0 Fall 2018-2 Fall 2109-0	The changes described below were implemented for Fall 2018. Studies show that students who finish Area A in their first year exhibit higher graduation rates. Continue to offer Area A courses in 8-week sessions. Additionally, intersession sections were provided to assist RN to BSN nursing students to complete their core courses in a timely fashion. Math pathways mandated by the USG are now instituted. We now offer 80% of the Area A math as Quantitative Skills and Reasoning and 20% College Algebra. This ratio will be examined each year to match the needs of our students. Meet with program chairs regularly to determine student needs. Dean/Chair meetings to be held on monthly basis. Develop core scheduling for nursing students in collaboration with the Director of Nursing to complete their core requirements in a timely fashion.

Table 8: Student Affairs – Associate Vice President for Enrollment Management

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Increase Employee Morale	- Survey results SA employees - Vacancy information - Progression appointments - Unilateral appointments	-Annual customer services training is held for all EM staff. -End of Term EM meeting is conducted. -Three progression appointments were made in the Financial Aid Office -No unilateral appointments were made	We will continue to have our annual training and bi-annual meetings to improve relationship.
FY 2018-19	Decrease Employee Turnover	- # employees Student Affairs - # vacancies Student Affairs - Average annual # vacancies	-Number of employees in Enrollment Management is unchanged. -We currently have two vacancies in EM. -Average number of vacancies has also remained consistent due to available funding for positions.	We will continue to evaluate roles, duties, feasibility current set up, processes and software in an effort to decrease employee turnover.

Table 9: Business Affairs – Vice President for Business Affairs

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Audit reports with no Significant Deficiencies.	Review of audit reports relating to Business Affairs functions.	EGSC internal audits in conjunction with the USG internal auditors performed the EGSC audit this year. There were no exceptions noted.	No specific changes are needed; however, Business Affairs continually strives to improve processes related to external reporting.
FY 2018-19	Complete each fiscal year in compliance with State Budgetary Accounting requirements.	Review of State Budgetary Compliance Report at year end.	The EGSC Business Affairs Unit completed and reviewed the State Budgetary Compliance Report for FY 2018. The report was then submitted to the System Office where it was reviewed by Internal Audits with no exceptions noted. The final report was issued on 10/23/2018.	No specific changes are needed; however, Business Affairs continually strives to improve processes related to external reporting.

Table 10: Business Affairs – Dining Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Participation rate of students each month/ semester	Blackboard reports Spring 2018	Student meal card swipes for residential dining and meal equivalency from Café' needs to increase to an overall participation rate of 57 percent. We reached a semester percentage of 47 percent for dining meals used.	We will meet with the residential students during first week of each semester and give them information about available options with their dining plans We will continue to meet with the RHA (Resident Hall Association) each month to receive feedback and encourage resident participation daily. Meal equivalency for lunch will be offered at Common Grounds beginning Fall 2018.
FY 2018-19	P&L for FY19 report for EGSC Auxiliary Dining shows profit for EGSC Dining this year	Weekly Internal P&L Reports		Increase employees by 3 part time employees to improve speed of service and add additional menu items

Table 11: Business Affairs – Business Operations

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Ensure compliance of purchasing policy (Business Operations)	DOAS Annual Spend Report Internal Purchasing Issues Log	DOAS Self Audit revealed a 98% compliance rating, Tier 1+ On Campus Purchasing issues decreased 82% from FY17 – FY18	No additional action is necessary. Continue prudent reminders to campus community concerning policies and procedures.
FY 2018-19	Provide Customer Satisfaction through the efficient and effective performance of Work Orders (Plant Ops)	1. Customer Satisfaction Surveys 2. School Dude Work Order Reporting Metrics	1. Student Satisfaction Survey will be conducted. Survey includes questions related to the physical facilities on campus. 2. Plant Operations has had staffing changes which results in delays of work order completion.	1.Survey will be generated and distributed in Spring 2020 2.Hiring and training of new staff delays the work order completion process, particularly at the EGSC Statesboro location.

Table 12: Business Affairs – Financial Accounting/Grants

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Provide or Develop and implement pre-award grant training for faculty and professional staff (i.e.: searching for grants, grant writing)	A training/information session will be held for pre-award activities in Spring Semester 2018 with at least 10% of faculty and staff participating.	The Center for Teaching and Learning coordinated grant training in October 2017 so further training by the Post-Award Grants area in Business Affairs was postponed until fiscal year 2019.	Investigate what might spark interest in grant-seeking. (It's a lot of work without reward.) At least one training/information session should be held in fiscal year 2019 concerning pre-award grant activities such as: 1. What is the grant process? (Pre-award, Post-award, grant close-out) 2. What forms do I use and when do I use them? 3. How do I search for grants? Is there grant writing assistance available?
FY 2018-19	Grant Training/information should be disseminated in fiscal year 2019 concerning pre-award grant activities	Due to lack of participation in the previous in-person grant training session, it was decided to distribute grant information/training via email so that interested parties may investigate and learn at their leisure.	No read receipts were logged for emails sent on 2/20/2019, 5/1/2019 and 6/20/2019 and no responses were received conveying interest or questions.	Will continue to send information that may be of interest to grant seekers.

Table 13: Business Affairs – Human Resources

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Streamline processes to reduce turnaround time and ensure accurate information	Ongoing self-audits to ensure accuracy	HR Coordinator II tracks recruitment stages on a daily basis to ensure the processing of vacant positions are progressing in a timely manner. HR Director reviews the data for any concerns or delays. Efficiency has increased as a result of this. The HR Coordinator I and Director of Human Resources review audit reports for accuracy of payroll information.	Continue to track recruitment stages and identify any trends that cause delays and develop/revise processes to improve efficiency. Continue to document processes for the different recruitment phases. HR employees will continue to receive training on the new HR/Payroll system to increase efficiency and accuracy.
FY 2018-19	Provide institutional support to help the institution succeed in its mission of Complete College of Georgia	Productivity and efficiency will drive customer satisfaction	The Director of Human Resources receives feedback from managers/supervisors in regard to the recruitment process. The daily tracking of positions has helped to identify areas that need improvement and the ability to modify the processes.	The Director of Human Resources and the VP for Business Affairs will continue to identify any areas of concern and implement/modify procedures to improve productivity and satisfaction.

Table 14: Business Affairs – Student Accounts/Payroll

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Employee payroll and benefit withholding are accurate and made in the appropriate accounting period.	The number of time cards approved by employees and authorized by supervisors each pay period.	With ADP, bi-weekly employee approval percentages averaged appx. 75% and monthly employee approval percentages averaged appx. 43%.	The implementation of OneUSG Connect on 03.25.18, eliminated the need for bi-weekly employees and monthly faculty and staff to approve time cards.
FY 2018-19	Satisfy the financial and information needs of its internal and external audiences: monthly/annual financial/budget reporting is accurate.	Payroll to General Ledger Interface Task Completed Timely	<p>With the implementation of OneUSG, our institution’s accounting processes for payroll are much more dependent upon the processes performed (after payroll confirm) at the Shared Services Center (SSC) and ITS.</p> <p>The institution is unable to proceed with GL processing without notifications from SSC.</p> <p>Processing issues and delays occasionally occur.</p>	With the implementation of OneUSG, the accounting journals generated (processes performed by the Payroll Practitioner) are auto-posted.

Table 15: External Campuses – Associate Vice President for External Campuses/EGSC Augusta

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Increase new student applications	Measures are increases number of applicants	Due to having multiple recruiters at the Augusta Site (Assistant Director and Augusta Director), our number of applications has gone up over 100 applications total.	Moving forward, both Assistant Director and Director will establish a recruitment schedule that maximize our ability to be present at recruitment functions, as well as creating more opportunities for students to visit the campus. (i.e. Instead of two Open House events a year, move to between 3 and 4, Financial Aid Completion, etc.) Also, a new recruitment log for activities will be created beginning August 1 st in Microsoft 365, which will keep a running tally of all events and numbers. This will be shared with enrollment management.
FY 2018-19	Increase current student registration	The measure is overall returning student registration.	This year, a collaborative effort was performed across all three campuses on March 25, 2019, with an additional date of March 26 th . This yielded 84 current students to register between both dates.	We will continue to provide the pizza incentive for students that register within the first month of registration opening. The "mandatory" advisement session was not implemented this year, due to continuing to use GradesFirst as the mechanism to track advisement appointments. With permission, we will implement a mandatory advisement appointment to mirror the Statesboro campus.

Table 16: External Campuses – EGSC Statesboro

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Increase fall new student applications for EGSC-S	Measures are increases in number of applicants from all student types for the fall semester (point in time)	There is an increase of 237 applications point in time for fall 2018 from fall 2017	Assistant Director and Director will establish a recruitment schedule that will further maximize our ability to be present at recruitment functions, as well as create a communication plan in order to provide more regular and consistent communication with prospects.
FY 2018-19	Increase visibility in the Statesboro community	Have EGSC-Statesboro represented in community through events, advertisements, Chamber of Commerce activities, etc. At least 2 actions per semester (one advertisement per year)	Ad in the Dancing with the Stars for Bulloch county and an ad on the front inside page for Bulloch County Guide. Director is participating in Leadership Bulloch.	Director will create a community engagement plan/schedule to ensure regular participation in community events.

Table 17: Information Technology – Vice President for Information Technology

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Complete and submit the bi-annual University System of Georgia (USG) Information Security Program Review (ISPR).	Measure 1: The USG’s ISPR document	The bi-annual USG ISPR was updated with necessary information and submitted as required to USG Cybersecurity in October 2017 and April 2018.	Continue to update and submit ISPR as required in October 2018 and April 2019.
FY 2018-19	Provide workstation and device support to the college’s students, faculty, staff, and campus guests.	Measure 1: Completion ratio of the work requests submitted and completed in IT unit’s work order system, Incident.	The goal of the IT unit is to have an 80% or higher completion ratio for all work requests submitted in the IT unit’s work order system during a fiscal year. For fiscal year FY19 (7/01/2018 – 6/30/2019), the completion ratio was 98.7%, with a total of 2,311 work requests submitted and 2,281 work requests completed. 30 of the 2,311 work requests are still in progress after 6/30/2019.	The 30 work requests that were not completed are being reviewed to determine necessary action to take to complete the requests. Continue to use the IT unit’s work order system (Incident) to measure if the IT unit is meeting its 80% completion ratio for work requests submitted during a fiscal year.

Table 18: Information Technology – Database Administration

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	EGSC SIS systems will be available 99% of the time during normal production hours.	Normal Production Hours are from 7am to 1:00am and the backup/maintenance time is from 1:00 am to 7:00am Monday – Sunday. Outages will be recorded as a School Dude ticket and can be exported as a list and summarized with Excel.	.27% downtime was recorded this year during a partial outage of Banner Web.	Goal met; no action needed.
FY 2018-19	90% of User Access request will be completed within 3 days of submission once all required documentation / approval has been submitted.	User Access Request will be captured using Network Access Request and Banner Access Request Forms and will be indexed into AppXtender. The data can be extracted using Argos Dashboard "Access Request in Xtender" and summarized in Excel using pivot table.	98% of Network Access Request and Banner Access Request were completed within 3 days of submission.	Goal met, no action needed.

Table 19: Information Technology – Enterprise Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	99% of user requests for the install or upgrade enterprise management systems will be completed by the requestor's due date provided that there is a current license agreement in place and the install does not cause the college to exceed number of licenses purchased.	User requests will be captured using, School Dude, a Software as a Service (SAS) work order system.	4 Incidents happened in the current measurement period. All were resolved with less than 1% downtime. Example: Data Center Report 0427 AM 6 March 2017 event email: Killed partner controller.	None needed
FY 2018-19	99% of user access requests for OneUSG and GeorgiaFIRST Financials will be addressed within 3 days of the request submission.	Requests will be captured using the Self-Service portal of the University System of Georgia Ticketing System.	30 requests were submitted and addressed within 2 business days.	No action needed. All tickets were responded to within 2 business days.

Table 20: Information Technology – Infrastructure Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Online work order system to document and track work requests associated with the network	Online work order system will aid in determining what updates and repairs were made to network equipment.	Seven work orders logged and created for firmware updates and replacement of defective network equipment	Continue to make changes only when they need to be made.
FY 2018-19	Satisfies the network connectivity needs of its internal / external users	Internal/External network connectivity is 99% reliable	Software is used to monitor the network connectivity.	No new changes will need to be made unless connectivity issues.

Table 21: Information Technology – Support Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	80% of software installed on a college owned workstations and utilized by college employees for the purpose of performing functions related to their positions will be scanned and receive updates on a weekly basis.	SolarWinds, an on premises enterprise software patch management system, was configured to perform nightly tasks that remotely installed software patches/critical security upgrades to a workstation’s operating system and 3rd party software and generate outcome reports.	As of 07/01/18, of the 901 workstations and laptops listed in SolarWinds, 8 were listed as not managed, 616 were fully patched.	<ol style="list-style-type: none"> 1. Based on a patch success rate of only 68%, a closer analysis needs to be done to determine factors that influenced the outcome. 2. Meet with Applications Analyst, Technology and Network Specialist to develop a process of identifying devices that consistently fail. 3. Implement resulting process changes within 3 months to improve success rate.
FY 2018-19	100% of enterprise management software utilized to support workstations will be covered by a maintenance and support agreement.	A list of the enterprise management software maintenance renewal dates was maintained on the Information Technology’s software maintenance departmental calendar.	As of 7/01/19 5 of the 5 enterprise support systems utilized by the Support Services unit are fully licensed. The systems referenced are SolarWinds, CyberArk, DeepFreeze, Insight and VNC.	Currently, no changes to the process are foreseen.

Table 22: Information Technology – Information Security (position created July 2018)

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2018-19	Implement two-factor authentication service (Duo Security) (as required by the USG) for USG employees to access the OneUSG Connect Human Capital Management / Financials systems.	Measure 1: EGSC's IT unit's project plan for project. Before March 30, 2019, complete implementation of Duo Security two-factor authentication service. As part of the two-factor authentication service, all EGSC employees will need to either utilize an EGSC-provided keyfob or utilize the Duo Security mobile app.	The implementation of Duo Security two-factor authentication was successfully completed and went live on March 27, 2019. All EGSC employees either install Duo Security mobile app on their personally owned mobile device (i.e., cell phone) or are provided a Duo Security keyfob.	As part of the two-factor authentication implementation, EGSC IT unit staff continue to monitor / manage the technical side of Duo Security system. EGSC Human Resources unit manages / monitors issuing / retrieving EGSC-provided keyfobs.

Table 23: Information Technology – Web Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Ensure links are working and spelling is correct on www.ega.edu	Zero broken links and misspellings after every website check	There are zero broken links and misspellings at the end of June 2018. A total of 231 broken links and 475 misspellings were resolved.	Continue to monitor website for misspellings and broken links.
FY 2018-19	Ensure high availability of www.ega.edu	99% daily average uptime	Twelve events occurred with a total of 11 hours 46 minutes 1 seconds downtime. Of that, 3 events caused 11 hours 37 minutes 9 seconds were due to Peachnet issues/maintenance and General network maintenance. Daily average uptime stayed above 99%.	Continue incremental improvements to web server and CMS to maintain 99% uptime.

Table 24: Institutional Advancement – Vice President for Institutional Advancement

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Advancement of the college advancement priorities	Schedule a minimum of two days per month for out of the office stakeholder visits and meetings. Maintain call reports electronically of visits and contacts with donors, potential donors and other stakeholders in the constituency.	Attendance and presentations to civic groups, local government entities and statewide economic development groups. 16 different meetings and events where the college was promoted were logged in FY 2018	Reports and reviews of each opportunity will be compiled into electronic and written format to be included in the office’s key indicator reports monthly to Cabinet
FY 2018-19	Fundraising metrics – comparing actual to budget and past year performances. Anticipate a 10% increase and measurable historical upward trend.	Although the trend in giving is positive, the foundation assets have decreased by almost 5% from FY 2018-19. (see attached assets and gifts table) We did hire a consultant – Impact Development and have had positive results on our development plan	A combination of a spending reduction and increased fund raising effort has been undertaken for FY 20. There are new constituencies being approached along with partnership opportunities to benefit both the college and the donor	Fundraising metrics – comparing actual to budget and past year performances. Anticipate a 10% increase and measurable historical upward trend.

Table 25: Institutional Advancement – Fulford Center

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Increase the number of planetarium visitations by 2% from previous year.	The Fulford Center scheduling calendar will provide an accurate number of planetarium visits made each month at the Center.	The Fulford Center scheduling calendar indicates that 6 additional planetarium visits were made during FY18. Measure is met.	Continue to increase planetarium visitations
FY 2018-19	Increase the total number of collaborative programming with Emanuel County Schools, MMGYSTC, and UGA Extension by 2% each year.	The Fulford Center scheduling calendar will provide collaborative events held each month at the Center.	The Fulford Center scheduling calendar indicates that 5 additional collaborative programs were held during FY18. (3 study trips by Emanuel County Institute middles grades; 2 SILT Retreats by Swainsboro Primary School and Emanuel County Institute) Measure is met.	Continue to increase collaborative programs

Table 26: Institutional Advancement – Georgia Youth Science and Technology Center

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Expand STEM educational opportunities to the community and school systems. (K-8)	Increase the number of students that participate in programs by 2% from the previous year.	In FY18, 4 additional programs were held for a total of 77 programs. Measure was met.	Continue to increase the number of STEM programs
FY 2018-19	Increase the number of students (K-8) that participate in MMGYSTC programs.		In FY17, MMGYSTC served 3,869 students. In FY18, MMGYSTC served 5,238 students. In FY19, MMGYSTC served 5, 588 students. Measure was met.	Continue to increase the number of students served

Table 27: Institutional Advancement – Alumni Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Bridging the gap and maintaining better relationships with alumni	maintain communication through emails and social media to our former students on the email list (7761 emails, FB, LinkedIn)	Successfully maintained communication through emails, social media and newsletters to former students. The current list is 6392 along with 1640 Alumni that are connected with us on LinkedIn. From this platform, we had better attendance at events from our alumni and have gain great feedback.	We now have the Alumni Finder program in place to better assist us in engaging with more current and former students. With this program, it will give us another means of ensuring greater communication and opportunities for our students.
FY 2018-19	Strengthening the Alumni Centered Cultural events and activities.	Alumni support by the attendance at Alumni Centered events, activities and “perks”	The Bobcat card has been very successful, and engagement of the alumni has been well received.	We plan to utilize feedback and strategically come up with new ways to provide events for our alumni that they will attend. The 1973 Society legacy fund has been established and should bring both excitement and financial support from alumni.

Table 28: Institutional Advancement – Event Planning/Facilities Scheduling

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Recurring Events	On time, on budget, satisfaction of participants	Recurring events or routine events have become less stressful for the units responsible for events due to projection of future dates allowing event to be on time & at the same time providing consistency. Challenges have been diminished due to what has been established as a known factor, structure of event as well as the stability of the budget. Participants are more satisfied because they know what to expect.	Changes are continually occurring in an effort to improve each recurring event from one year to the next which makes it difficult to cite specific changes. Each recurring event is a continual work in progress. The timeline for implementing is immediately following the conclusion of the event and throughout the time leading up to when the event is to occur the next time.
FY 2018-19	Non-Recurring Events	Delays, over budget, specifically expressed satisfaction or dissatisfaction, scheduling, calendar (internal & external to the campus)	Due to the implementation of specific policies & fee structures, the groups scheduling a one-time event are made aware at the beginning the costs involved, if other events have already been scheduled that may delay their event & what is expected from both the group & EGSC. This has made the non-recurring events more satisfactory. Scheduling of facilities as far in advance as possible for meetings or events allows everyone to see what spaces are available on campus for their use when needed and when this information populates the calendars you have historical data to reference and faculty, staff, & students are able to plan ahead. Those in the surrounding communities can be made aware of activities they may choose to become involved.	Provision of additional opportunities for more groups external to the campus to utilize EGSC as a venue. Time line for implementing should be immediate & continual. This will provide external groups a better understanding of our mission as an open access institution and our dedication to our students through service & leadership. Upgrade current scheduling & calendaring system implementing within the latter part of 2019.

Table 29: President’s Office – Chief of Staff and Legal Counsel

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	Manage the college’s policy process.	Track policy processing times. Policy approval is the date the policy is approved by all appropriate governing bodies. Completion dates are shown in two phases: 1) date LA made request to IT to post policy; and 2) date IT posted the policy. This processing information is tracked in SchoolDude.	Tracking revealed 100 policies were adopted in 2017-18. The average time from policy approval to LA’s request to post the policy was 3 business days. The processing time from approval to actual posting date was 6 business days. See <i>Legal Affairs/Chief of Staff Policy Tracking Assessment</i> spreadsheet.	LA’s new goal is to request policy posting within 2 days of approval. Posting requests are made to the IT webmaster and LA follow through to completion. IT is also tracking this item as part of its department assessment. LA and IT will coordinate to set goal for posting process for 2018-19.
FY 2018-19	Manage the complaint hotline.	Track complaints by date initiated and time to completion. This information is available in the NAVEX Global Complaint system.	FY 19 had 6 hotline complaints compared to 3 complaints for FY18. Average days to close case was 27 for FY19 compared with 30 days to close for FY18. See <i>Hotline Cases-Days to Close 2018-19</i> spreadsheet.	Benchmarks for NAVEX Global, the hotline third party provider, are shown on the data spreadsheet. EGSC’s case completion rate for 2018-19 was better than the NAVEX best practices range for second consecutive year.

Table 30: President’s Office – Strategic Planning and Institutional Research

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-18	All periodic and requested reports are accurate and provide the requested information in understandable, convenient formats. (Effectiveness)	Information (a) accuracy, (b) relevance and (c) organization	All reports distributed by my office are checked for accuracy, designed to provide relevant information and organized for ease of comprehension. However, the reports prepared in FY 2018 concerning former EGSC students who transferred to Augusta University and GA Southern University proved problematic and data was not available to answer all questions.	Will work with the System Office and the National Student Clearinghouse to obtain reliable transfer data on former EGSC students.
FY 2018-19	The Office of Strategic Planning and Institutional Research facilitates the identification of and provides information about the potential impact of changes in EGSC’s environment. (Change)	<ul style="list-style-type: none"> • Environmental scanning conducted as part of the strategic planning process • USG policy changes discussed at System meetings • SACSCOC policy and principle changes discussed at the annual meeting and workshops 	<ul style="list-style-type: none"> • Coordinated a survey of the President’s Cabinet to identify and assess environmental risks currently facing the College and incorporated the results into the current strategic plan. • I regularly attend System meetings related to my responsibilities. • Worked on several responses to SACSCOC principles for the upcoming decennial review. 	Complete the update of the EGSC strategic plan through FY 2021-22 that effectively addresses the environmental risks currently affecting the College.

Presented below in Table 31 are links the assessment plans and reports for each administrative unit addressed in *Section 7.3 (Administrative effectiveness)*.

Table 31: Links to Administrative Unit Assessment Plans and Annual Reports

Administrative Unit Assessment	Plan for Data Maintenance	Plan for Annual Analysis	FY 2017-18 Report	FY 2018-19 Report
VP Academic/Student Affairs	Data Plan	Analysis Plan	Report	Report
Humanities/Social Sciences Dean	Data Plan	Analysis Plan	Report	Report
Math/Natural Sciences Dean	Data Plan	Analysis Plan	Report	Report
AVP Academic Affairs	Data Plan	Analysis Plan	New 7-2019	
AVP Enrollment Mgmt.	Data Plan	Analysis Plan	Report	Report
VP Business Affairs	Data Plan	Analysis Plan	Report	Report
Auxiliary/Dining Services	Data Plan	Analysis Plan	Report	Report
Business Operations	Data Plan	Analysis Plan	Report	Report
Financial Accounting/Grants*	Data Plan	Analysis Plan	Report	Report
Human Resources	Data Plan	Analysis Plan	Report	Report
Student Accounts/Payroll	Data Plan	Analysis Plan	Report	Report
External Campuses/Augusta	Data Plan	Analysis Plan	Report	Report
Director EGSC Statesboro	Data Plan	Analysis Plan	Report	Report
VP Information Technology	Data Plan	Analysis Plan	Report	Report
Database Administration	Data Plan	Analysis Plan	Report	Report
Enterprise Services	Data Plan	Analysis Plan	Report	Report
Infrastructure Services	Data Plan	Analysis Plan	Report	Report
Support Services	Data Plan	Analysis Plan	Report	Report
Information Security Officer	Data Plan	Analysis Plan	New 7-2018	Report
Web Services	Data Plan	Analysis Plan	Report	Report
VP Institutional Advancement	Data Plan	Analysis Plan	Report	Report
Fulford Center	Data Plan	Analysis Plan	Report	Report
MMGA Youth Science/Tech Ctr	Data Plan	Analysis Plan	Report	Report
Alumni Services	Data Plan	Analysis Plan	Report	Report
AVP for Executive Affairs	Data Plan	Analysis Plan	New 5-2019	
Event Planner	Data Plan	Analysis Plan	Report	Report
Chief of Staff & Legal Counsel	Data Plan	Analysis Plan	Report	Report
Strategic Plan/Inst. Research	Data Plan	Analysis Plan	Report	Report

***Financial Accounting/ Grants was formerly known as Grants and Contracts.**

EXAMPLES OF ACTIONS TAKEN BASED ON ASSESSMENT OF ADMINISTRATIVE SUPPORT SERVICES

Presented in Table 32 below are examples of actions taken to improve based on the assessment of administrative support services.

Table 32: Examples of Actions Taken to Improve Administrative Support Services










Business Affairs	In order increase student use of their meals plans, renovations were undertaken during late Spring and Summer of 2019 to expand seating and enhance the dining experience in the dining hall. Kiosk, mobile ordering, and biometric scanners are currently being installed to improve service and efficiency.
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





































EGSC Augusta	Both AVP for External Campuses and Assistant Director of Student Affairs, continue to be present at recruitment functions as well as establishing/re-establishing efforts at local high schools and businesses throughout the Augusta area. This has increased our marketability in the overall area and has prompted additional opportunities for students to visit the Augusta location. A specific example of our increased marketability are additional open house events scheduled for the Spring 2020 semester, as well as our first non-traditional student open house. A recruitment log is kept between the three locations to monitor the number of recruitment events/visits that are performed each academic year.
EGSC Statesboro	Increased participation by the Statesboro Director in community leadership activities to include serving on the Board for the Statesboro- Bulloch County Chamber of Commerce and participating in the Chamber’s leadership program-Leadership Bulloch.
Information Technology	Given the ever-increasing focus on cyber/information security, to help protect the college’s online resources such as the employee benefits/HR web portal and financials/procurement web portal, in March 2019, the college’s Information Technology unit implemented Duo Security two-factor authentication service on all college employee accounts. Since the implementation of two-factor authentication service, there has been no unauthorized logins to the respective portals. The next phase of implementation, which began in November 2019, is two-factor authentication on all employee Office 365 email accounts.
Institutional Advancement	A new system of fund-raising metrics has been established in Institutional Advancement. Current active campaigns are identified and measured in weekly and monthly totals with comparisons to prior year gifts. Monthly budgets are reconciled by campaign. A system of donor and prospective donor visits has been instituted. The new plan has been effective in planning and implementing desired outcomes.



CONCLUSION










Each EGSC administrative support services unit identifies expected outcomes of its support services in writing together with the measures which will be used to determine whether each outcome has been obtained. Each unit reports annually on the extent to which those outcomes have been achieved and any action needed based on analysis of those results. As demonstrated by the examples above, improvements have been implemented based on this assessment process.

Sources

-  EGSC PO Institutional Research Plan for Annual Analysis of Assessment Results
-  EGSC AA AVP Data Maintenance Collection Plan
-  EGSC AA AVP Plan for Annual Analysis of Assessment Results
-  EGSC AA Dean M-NS School Annual Assessment Report 2018-2019
-  EGSC AA Dean H-SS School Annual Assessment Report 2018-2019
-  EGSC AA Dean H-SS School Annual Assessment Report FY 2017-18
-  EGSC AA Dean HSS Dean Data Maintenance Collection Plan 2018
-  EGSC AA Dean HSS School Plan for Annual Analysis of Assessment Results 2019
-  EGSC AA Dean M-NS School Data Maintenance and Collection Plan

-  EGSC AA Dean M-NS School Annual Assessment Report FY 2017-18
-  EGSC AA Dean M-NS School Plan for Annual Analysis of Assessment Results
-  EGSC Academic Affairs Organizational Chart CAB 2-6-20
-  EGSC Athletics Organizational Chart CAB 1-27-20
-  EGSC Augusta Annual Assessment Report FY 2017-18
-  EGSC Augusta Annual Assessment Report FY 2018-19
-  EGSC Augusta Data Maintenance Collection Plan
-  EGSC Augusta Plan for Annual Analysis of Assessment Results
-  EGSC BA Auxiliary Services Annual Assessment Report FY 2017-18
-  EGSC BA Auxiliary Services Plan for Annual Analysis of Assessment Results
-  EGSC BA Business Operations Annual Assessment Report FY 2017-18
-  EGSC BA Business Operations Annual Assessment Report FY 2018-19
-  EGSC BA Business Operations Data Maintenance Collection Plan
-  EGSC BA Business Operations Plan for Annual Analysis of Assessment Results
-  EGSC BA Dining Data Maintenance Collection Plan
-  EGSC BA Dining Services Annual Assessment Report FY 2018-19
-  EGSC BA Grants & Contracts Annual Assessment Report FY 2017-18
-  EGSC BA Grants & Contracts Annual Assessment Report FY 2018-19
-  EGSC BA Grants & Contracts Data Maintenance Collection Plan
-  EGSC BA Grants and Contracts Plan for Annual Analysis of Assessment Results
-  EGSC BA Human Resources Annual Assessment Report FY 2017-18
-  EGSC BA Human Resources Annual Assessment Report FY 2018-19
-  EGSC BA Human Resources Data Maintenance Collection Plan
-  EGSC BA Human Resources Plan for Annual Analysis of Assessment Results
-  EGSC BA Payroll Annual Assessment Report FY 2017-18
-  EGSC BA Payroll Annual Assessment Report FY 2018-19
-  EGSC BA Payroll Data Maintenance Collection Plan
-  EGSC BA Payroll Plan for Annual Analysis of Assessment Results
-  EGSC BA VPBA Annual Assessment Report FY 2017-18
-  EGSC BA VPBA Annual Assessment Report FY 2018-19
-  EGSC BA VPBA Data Maintenance Collection Plan
-  EGSC BA VPBA Plan for Annual Analysis of Assessment Results
-  EGSC Business Affairs Org Chart as of 2 1 2020
-  EGSC External Campus Organizational Chart CAB 2-6-20
-  EGSC IA AVP MARCOM Annual Assessment Report - FY 2018-19
-  EGSC IA AVP MARCOM Plan for Annual Analysis of Assessment Results
-  EGSC IA Alumni Services Annual Assessment Report FY 2017-18
-  EGSC IA Alumni Services Annual Assessment Report FY 2018-19

-  EGSC IA Alumni Services Data Maintenance Collection Plan
-  EGSC IA Alumni Services Plan for Annual Analysis of Assessment Results
-  EGSC IA Events Planner Annual Assessment Report FY 2017-18
-  EGSC IA Events Planner Annual Assessment Report FY 2018-19
-  EGSC IA Events Planner Data Maintenance Collection Plan
-  EGSC IA Events Planner Plan for Annual Analysis of Assessment Results
-  EGSC IA Fulford Center Annual Assessment Report FY 2017-18
-  EGSC IA Fulford Center Annual Assessment Report FY 2018-19
-  EGSC IA Fulford Center Data Maintenance Collection Plan
-  EGSC IA Fulford Center Plan for Annual Analysis of Assessment Results
-  EGSC IA MMGYSTC Annual Assessment Report FY 2017-18
-  EGSC IA MMGYSTC Annual Assessment Report FY 2018-19
-  EGSC IA MMGYSTC Data Maintenance Collection Plan
-  EGSC IA MMGYSTC Plan for Annual Analysis of Assessment Results
-  EGSC IA VPIA Annual Assessment Report FY 2018-19
-  EGSC IA VPIA Annual Assessment Report FY2017-18
-  EGSC IA VPIA Data Maintenance Collection Plan
-  EGSC IA VPIA Plan for Annual Analysis of Assessment Results
-  EGSC IT Database Administration Annual Assessment Report 2017-18
-  EGSC IT Database Administration Annual Assessment Report FY 2018-19
-  EGSC IT Database Administration Data Maintenance & Collection Plan
-  EGSC IT Database Administration Plan for Annual Analysis of Assessment Results
-  EGSC IT Enterprise Services Annual Assessment Report FY 2017-18
-  EGSC IT Enterprise Services Annual Assessment Report FY 2018-19
-  EGSC IT Enterprise Services Data Maintenance & Collection Plan
-  EGSC IT Enterprise Services Plan for Annual Analysis of Assessment Results
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-  EGSC IT Information Security Data Maintenance Collection Plan
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-  EGSC IT Infrastructure Services Annual Assessment Report FY 2018-19
-  EGSC IT Infrastructure Services Data Maintenance Collection Plan
-  EGSC IT Infrastructure Services Plan for Annual Analysis of Assessment Results
-  EGSC IT Support Services Annual Assessment Report FY 2017-18
-  EGSC IT Support Services Annual Assessment Report FY 2018-19
-  EGSC IT Support Services Data Maintenance Collection Plan
-  EGSC IT Support Services Plan for Annual Analysis of Assessment Results
-  EGSC IT VPIT Annual Assessment Report FY 2017-18

-  EGSC IT VPIT Annual Assessment Report FY 2018-19
-  EGSC IT VPIT Data Maintenance Collection Plan
-  EGSC IT VPIT Plan for Annual Analysis of Assessment Results
-  EGSC IT Web Services Annual Assessment Report FY 2017-18
-  EGSC IT Web Services Annual Assessment Report FY 2018-19
-  EGSC IT Web Services Data Maintenance Collection Plan
-  EGSC IT Web Services Plan for Annual Analysis of Assessment Results
-  EGSC Information Technology Organizational Chart CAB 1-27-20
-  EGSC Institutional Advancement Organizational Chart CAB 1-27-20
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC PO AVP Executive Affairs Data Maintenance Collection Plan
-  EGSC PO AVP Executive Affairs Plan for Annual Analysis of Assessment Results
-  EGSC PO Institutional Research Annual Assessment Report FY 2017-18
-  EGSC PO Institutional Research Data Maintenance Collection Plan
-  EGSC PO Legal Affairs Administrative Assessment Data Maintenance Collection Plan
-  EGSC PO Legal Affairs Annual Assessment Report FY 2018-19
-  EGSC PO Legal Affairs Assessment Annual Report FY 2017-18
-  EGSC PO Legal Affairs Plan for Annual Analysis of Assessment Results
-  EGSC PO Strategic Planning & Institutional Research Annual Assessment Report FY 2018-19
-  EGSC Police Department Organizational Chart CAB 1-27-20
-  EGSC SA AVP Enroll Mgt Data Maintenance Collection Plan
-  EGSC SA AVP Enroll Mgt Plan Annual Analysis of Assessment Results
-  EGSC SA Enrollment Management Annual Assessment Report FY 2017-18
-  EGSC SA Enrollment Management Annual Assessment Report FY 2018-19
-  EGSC Statesboro Annual Assessment Report FY 2017-18
-  EGSC Statesboro Annual Assessment Report FY 2018-19
-  EGSC Statesboro Data Maintenance Collection Plan
-  EGSC Statesboro Plan for Annual Analysis of Assessment Results
-  EGSC Student Affairs Organizational Chart CAB 2-6-20
-  EGSC VPASA Annual Assessment Report FY 2017-18
-  EGSC VPASA Annual Assessment Report FY 2018-19
-  EGSC VPASA Data Maintenance and Collection Plan
-  EGSC VPASA Plan for Annual Analysis of Assessment Results

8.1

Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) identifies, evaluates and publishes goals and outcomes for student achievement. These goals and outcomes are appropriate to EGSC's mission as an access college, serving primarily low-income, often first-generation students, who may need learning support with a primary focus on associate degree completion and a targeted focus on baccalaureate degree completion in areas that contribute to the economic growth of the communities that EGSC serves. EGSC also monitors multiple student progression and success metrics, including the following:

- First-year retention rate
- Number of associate and baccalaureate degrees conferred
- Transfers to other USG institutions
- Transfers to non-USG institutions
- Three-year IPEDS graduation rates for associate degrees
- IPEDS Outcome Measures

Data on these metrics is presented below.

EGSC IS AN ASSOCIATE DEGREE DOMINANT ACCESS INSTITUTION PRIMARILY SERVING LOWER INCOME, OFTEN FIRST GENERATION, COLLEGE STUDENTS

As described in EGSC's mission statement below, EGSC provides its students with access to both academically transferable programs of study and collaborative programs in occupation-related fields within a public state university system.

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

EGSC serves the communities within a service area around eastern Georgia. Students from the service area converge onto one of the three EGSC locations (Swainsboro, Statesboro and Augusta). The EGSC sites and student body are unique and diverse, enrolling undergraduate students in 19 different degrees and a certificate program. They bring with them various backgrounds and ideas that create a diverse undergraduate population. The student body ethnicity by site is as follows:

- **Swainsboro:** 28% identify as White female, 19.4% identify as White male, 26.8% identify as Black female, 17.5% identify as Black male, 5% as Other female, and 3% as Other male.
- **Statesboro:** 26% identify as White female, 21.9% identify as White male, 22.5% identify as Black female, 18.4% identify as Black male, 6% as Other female, and 4% as Other male.
- **Augusta:** 21% identify as White female, 14.5% identify as White male, 33.5% identify as Black female, 16.3% identify as Black male, 8% as Other female, and 6% as Other male.

According to the [EGSC IPEDS Data Feedback Report 2018 \(Page 5\)](#), EGSC students receiving Pell grants is 20 percentage points and those receiving Federal loans is 21 percentage points higher than the median percentages of EGSC's comparison group. This is indicative of the low socio-economic region that we serve. Additionally, in the table below are the number and percentages of EGSC graduates since the 2012 academic year (AY) who received Pell grants and who were first generation students. Note that almost 45 percent of our graduates throughout this period received Pell grants and that there were higher percentages of first-generation graduates within the Pell category compared to the No Pell category.

EGSC Graduates AY 2012 – AY 2019 by Pell Grant and First Generation

Pell & First Generation	Overall Numbers	Overall Percentages
No Pell	1,173	55.1%
First Generation	318	27.1%
Not First Generation	855	72.9%
Pell	957	44.9%
First Generation	382	39.9%
Not First Generation	575	60.1%

Presented below are the Spring and Fall 2019 semesters overall course success rates by location and mode of delivery for selected student cohorts. Breakdowns of these course success rates by gender and ethnicity are listed in [EGSC Course Success Rates Spring 2019](#) and [EGSC Course Success Rates Fall 2019](#).

Overall Student Course Success Rates	Spring 2019				Fall 2019			
	Augusta	Statesboro	Swainsboro	Overall	Augusta	Statesboro	Swainsboro	Overall
On-Campus Continuing Students								
Successful	60.6%	65.6%	62.3%	63.6%	61.8%	62.4%	63.9%	62.9%
Unsuccessful	39.4%	34.4%	37.7%	36.4%	38.2%	37.6%	36.1%	37.1%
On-Campus New Freshmen								
Successful	73.8%	47.4%	55.9%	54.2%	63.2%	59.3%	59.4%	60.0%
Unsuccessful	26.2%	52.6%	44.1%	45.8%	36.8%	40.7%	40.6%	40.0%
Online Only								
Successful	60.6%	66.4%	69.5%	67.5%	51.7%	66.7%	67.2%	65.0%
Unsuccessful	39.4%	33.6%	30.5%	32.5%	48.3%	33.3%	32.8%	35.0%
Dual Enrollment								
Successful	79.7%	87.9%	93.3%	90.1%	85.2%	91.9%	90.7%	90.4%
Unsuccessful	20.3%	12.1%	6.7%	9.9%	14.8%	8.1%	9.3%	9.6%

EGSC falls into the Basic Carnegie Classification of Baccalaureate/Associates Colleges: Associate's Dominant. (See [EGSC Carnegie Classification](#) in Sources.)

EGSC is a member institution of the University System of Georgia (USG). The governing body of the USG is the Board of Regents (BOR). According to BOR Policy 2.8, EGSC is included in the Associate Dominant-Select Bachelor’s State Colleges sector. BOR Policy states the colleges in this sector:

“... are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.”

[See USG BOR Policy 2.8 Institutional Mission (Page 5) and (Page 6)].

As a college within the USG Associate Dominant-Select Bachelor’s State Colleges sector, EGSC serves students with diverse academic goals that range from successful transfer to more senior institutions within the USG to earning one of sixteen associate degrees offered by the College or completing one of three baccalaureate degrees at EGSC. As described below, EGSC has identified goals and outcomes appropriate for an institution serving this sector.

EGSC’S IDENTIFICATION OF STUDENT GOALS AND OUTCOMES IS APPROPRIATE FOR THIS MISSION

One of the primary initiatives of the USG is known as Complete College Georgia (CCG). This is a statewide initiative designed to significantly increase the number of college graduates in Georgia. At the time of the implementation of the initiative in 2012, EGSC established the following CCG goals (see third column below). As presented in the table below, the three-year first-time, full-time (FTFT) graduation rate for the Fall 2016 Cohort has more than doubled from its Fall 2011 Cohort, and the number of graduates substantially exceeds EGSC’s initial CCG goal. However, while showing some improvement, the EGSC FTFT freshmen one-year retention rates below have not produced similar results. One factor affecting the one-year retention rates is a change in admissions standards that allowed EGSC to embrace the open access model as explained below in the excerpt from EGSC CCG Update Report 2019. In anticipation of a return to fully open access admissions, EGSC revised its Early Alert Policy to improve retention rates.

EGSC CCG Baseline Metrics Compared to Most Recent Results

CCG Measurement	Fall 2011 Base	EGSC Goal	Current Results	Students Tracked
3-Yr FTFT Graduation Rate	6.0%	20.0%	13.0%	EGSC FTFT Fall 2016 Cohort
1-Year FTFT Retention Rate	43.7%	65.0%	50.1%	EGSC FTFT Fall 2018 Cohort
Overall Course Success Rate	57.1%	70.0%	64.4%	EGSC Fall 2018 Students
Annual Number of Graduates	168	207	322	EGSC FY 2018-19 Graduates

The CCG goals, as shown in the table above, are appropriate for EGSC’s mission for several reasons. Driven by the USG Goals (Goal 1, Strategy 4), EGSC is committed to improving access and completion for traditionally underserved students. As an open-access institution, EGSC admits many students who do not possess the academic credentials to be admitted to an institution with rigorous academic admissions standards. Many of the students who attend EGSC are first-generation college students, live in the 22-county service area, which includes some of the poorest counties in Georgia, and receive PELL awards (45%). In this service area, the median family income and bachelor’s degree attainment are low, the poverty rate is high, and the population is declining in many counties. These students epitomize the meaning of

underserved, and they make up a significant percentage of the student body at EGSC. The EGSC three-year graduation rate for the most recently reported Fall 2016 Cohort is 13.0 percent, 1.5 percent lower than other institutions in the USG State College Sector. The retention rate for first-time freshmen is approximately 50%, so it is appropriate that the College address this and the other goals listed in the table above.

(See [USG Strategic 2024 Plan](#); See [EGSC Fact Book 2020](#))

In addition to these student achievement goals, EGSC identifies outcomes for each of its degree programs and identifies outcomes for general education. EGSC regularly assesses whether students have attained those outcomes (See Standards [8.2.a](#) and [8.2.b](#) of this Compliance Certification).

EGSC HAS IDENTIFIED AND IMPLEMENTED TACTICS TO ACHIEVE THESE GOALS

In addition to establishing the above CCG goals, EGSC has addressed student achievement directly in its current strategic plan. That strategic plan identifies overarching "goals," broad "strategies" associated with each goal and specific "tactics" to carry out each strategy and achieve each goal. The first institutional goal of EGSC's [Strategic Plan FY 2020 – FY 2022](#) is student success, as stated below, and it supports the USG goal for student success as stated in the [USG Strategic Plan 2024](#).

Student Success: East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success.

To achieve this goal, EGSC's current strategic plan identifies tactics in support of its [Strengthen Momentum Year Initiatives Strategy](#). These tactics correspond to the [USG Momentum Year](#), a system-wide initiative that supports Complete College Georgia (CCG). According to the USG, Momentum Year is a suite of strategies designed to help students in the initial year in college. One priority of the Momentum Year is to have new freshmen complete Area A of the USG Core Curriculum, which consists of a first quantitative skills course and a two-semester communication skills sequence. ([USG BOR Policy 3.3 Core Curriculum](#).) As outlined in the action plans presented in the College's strategic plan, EGSC's tactics in support of Momentum Year include the following:

- Develop a system of peer-mentoring/tutoring for Area A courses within the core curriculum (These courses include the first college mathematics course and the two semester English composition sequence.)
- Continue to engage the Gateways to Completion (G2C) course redesign project for math and English
- Implement professional development initiatives targeting faculty mindset
- Ensure that student growth mindset is addressed across the curriculum

Presented below are excerpts from the EGSC CCG Campus Update Report 2019 that summarize progress made on Momentum Year Projects.

EGSC Momentum Year Projects

New Student Orientation (NSO)	Mindset workshops include a session on Growth Mindset and electronically link students into the CATS 1101 Critical and Academic Thinking for Success online course component. Focus 2 Career Discernment instruments used to identify appropriate major.
Area A Basic Skill Course Completion	Students are pre-registered for Area A courses first (math and English composition courses) and advised to take a minimum of 15 semester credits. 89 percent of new students are enrolled in Area A courses. Students in non-stem majors take a course in quantitative reasoning,
8-Week Course Schedule	EGSC implemented the eight-week format for Area A courses during the Fall Semester 2019. Eight-week core curriculum cohort classes where students can take five courses in a semester using a 3-2 model will be created.
Programs of Study	EGSC utilizes two- and four-year degree plans for all programs of study. These plans have been programmed into DegreeWorks, and students are advised to register for courses aligned with their degree plan.
Faculty Mindset Training	EGSC, for the second year, provided training for faculty related to faculty mindset during its fall workshop, and plans to incorporate mindset training via the Faculty Academy to support this work across the curriculum. Since student mindset is often impacted by faculty mindset, an expected outcome is more effective communication during classroom instruction and office consultations.
Early Alert Policy	EGSC has implemented an <u>Early Alert Policy</u> , requiring faculty to alert the Retention Team when any student misses two or more classes or when students receive early warning grades by week five of the semester. The retention team includes counselors, the director of student conduct, the director of housing, a social worker on the faculty and other faculty.

CCG began within the USG with the preparation of initial campus plans by each USG institution in 2012. The USG has submitted sets of CCG campus update reports to the State of Georgia Governor’s Office in each subsequent year. The table below highlights specific EGSC CCG initiatives to improve student success.

EGSC CCG Initiatives to Improve Student Success

<u>CCG Update 2013</u> (p. 5)	The College’s female cohorts are completing the ENGL 1101 and MATH 1111 gateway courses in one year at target rates. Likewise, these two cohorts are graduating without accumulating college credits in excess of degree requirements. However, some results point to issues that need to be addressed, such as the low percentages of students who complete 30 credit hours in their first year. A new student organization, “Get To Graduation In 2” (G2)2, is being launched to encourage student graduate in two years. The three-year graduation rates by cohort remain low for the College’s entire student population because a degree did not become an option for the College’s Statesboro students until AY 2013-14, which has been a major determinant of EGSC’s low graduation rates. However, if the College’s Swainsboro student population became the focus of analysis, a different profile emerges. For example, the Fall Semester 2010 black female three-year graduation rate overall is 3.8 percent, while the graduation rate for black females attending the Swainsboro campus is 16.7 percent.
<u>CCG</u>	One of our most successful strategies is increasing the usage of our Academic Center for Excellence (ACE). The combination of tutoring and academic

<p><u>Update 2014</u> (p. 9)</p>	<p>advising has helped to show an improvement in our course success rates. The (G2)2 program, even with its limited start, appears to be having an impact on the number of students who graduate on time. The financial support to expand the program from the USG Innovation Grant is greatly appreciated. Success rates in learning support classes have increased and it appears this is due to increased usage of tutoring in ACE and to intrusive use of the early-warning grades. The ACE still is the centerpiece of our Complete College Plan because it facilitates faculty and staff contact with students.</p> <p>We continue to restructure instructional delivery to increase student success. Most of the activity is focused on “flipping” courses. The restructuring shows in the increase in the overall and gateway course success rates.</p> <p>We have studied our online classes and have adopted Quality Matters to assure the quality of our online courses. We have developed a D2L Faculty Manual, a Basic Instructor Training Manual, and tutorial handouts to assist faculty with D2L.</p>
<p><u>CCG Update 2015</u> (p. 9)</p>	<p>We continue to expand our promotion of the ACE as we realized its potential to assist students to succeed. Although we have some 50-60% of our students visiting the ACE, those students are usually in learning support for English and/or math. We need to expand the usage to other non-English, non-math classes.</p> <p>We have increased and will continue to increase our utilization of the early warning grade. We added GradesFirst to our process to expand our early warning system to assist students in being successful.</p> <p>We have increased our focus on graduation, not only for on-time graduation, but also to reverse transfer and to graduation within three years. We will continue the (G2)2 program and are looking forward to the ADD (Academic Degree You Deserve) Reverse Transfer Initiative.</p>
<p><u>CCG Update 2016</u> (p. 14)</p>	<p>Our most successful strategies appear to be those associated with graduation. Our “15-to-Finish” strategy, called (G2)2 or “Get to Graduation in Two Years,” is working well. The USG A.D.D. (Associate Degree You Deserve) initiative, which is a partnership between EGSC & Georgia Southern University and EGSC & Augusta University, is designed to assist students who wish to “reverse transfer” in order to complete an associate degree. The support of the EGSC, GSU, and AU Records Offices and the Academic Advisement Centers is critical for this program to work.</p> <p>EGSC has replaced its previous five-week grade reporting system with GradesFirst, which should give the College the ability to utilize constant monitoring of student success. It will also provide a way of interacting between the ACE, the advising centers, the Counseling Center, enrollment services, and the faculty.</p>
<p><u>CCG Update 2017</u> (p. 10)</p>	<p>Prior to Fall Semester 2017, EGSC offered one associate degree, the Associate of Arts Degree, Core Curriculum (AACC). Beginning in Fall Semester 2017, in addition to the AACC Degree, EGSC will begin offering associate of arts (AA) and associate of science (AS) degrees with majors in specific academic disciplines (see <u>USG Degrees and Majors Authorized for East Georgia State College</u>). EGSC is implementing this initiative to highlight the intrinsic value of earning an associate degree and to emphasize its usefulness as a key stepping stone to earning a baccalaureate degree. The expectation is that by completing an associate degree in a specific major, EGSC students will be more motivated and better focused to pursue a bachelor degree within the University System of Georgia.</p>
<p><u>CCG Update 2018</u> (pp. 9-10)</p>	<p>EGSC initiated Momentum Year projects including a revised and mandatory orientation process, preregistration for Area A quantitative and communication skills courses, two-year and four-year degree plans for all academic programs, introduced faculty mindset training workshops, a new early alert policy with a</p>

	retention team focused on promoting academic success and the implementation of eight-week courses in Fall Semester 2018.
CCG Update 2019 (P. 9)	In Fall Semester 2018, EGSC embraced the open access model with no admissions test scores required. Students without qualifying test scores (Accuplacer, SAT and ACT) were automatically placed into co-requisite learning support courses in mathematics and English. EGSC now has higher percentages of freshmen than in previous semesters going back to Fall Semester 2012. All Math and English courses are now offered in the co-requisite model, in keeping with USG policies. EGSC continues to work on its delivery of co-requisite courses and plans to hire dedicated instructors for learning support and to deliver the learning support courses in the Academic Center for Excellence, where peer tutors can be embedded. EGSC has also standardized its approach to Quantitative Skills and Reasoning across sections. All sections not only use the same textbooks but use open-resource materials. In the past, poor success rates were partially due to lack of textbooks for students who could not afford them or who waited for the receipt of financial aid prior to purchasing the books.

EGSC PROGRESS TOWARDS ESTABLISHED STUDENT ACHIEVEMENT GOALS

Given that nearly half of EGSC’s FTFT fall cohort is not retained one year later, an important question is what percentage transfer out to other institutions both within and outside the USG. For EGSC’s FTFT Fall 2012 and Fall 2013 cohorts, the USG has used National Student Clearinghouse (NSC) data to report the transfer-out rate in the IPEDS Graduation Rate Survey. In addition, in response to EGSC’s request, the USG used NSC data to calculate the transfer-out rate for EGSC’s FTFT Fall 2011 cohort. Given that both graduation and transfer-out rates are two measures of student success, this data is combined and presented in the following table.

Three-Year Success Categories	2011 Cohort	2012 Cohort	2013 Cohort
Fall Cohort Number	1,541	1,171	929
Number Graduated	93	126	112
Number Transferred-out	1,071	773	614
3 Year Graduation Rate	6%	11%	12%
3 Year Transfer-out Rate	70%	66%	66%
3 Year Success Rate	76%	77%	78%

EGSC IPEDS Fall 2012 FTFT Cohort Graduation Rate Survey Summary 2018 Report Year

On January 5, 2020, the Chronicle of Higher Education published an article entitled. *How low Graduation Rates Camouflage Student Success at Community Colleges*. The article included a list of 126 four-year public colleges that primarily offer associate degrees. As presented in the excerpt below, EGSC was ranked fifth on the list, based on Fall 2012 Cohort data.

Similarly, the last two IPEDS Outcome Measures surveys indicates that high percentages of across a variety of student cohorts who did not earn a degree at EGSC subsequently enrolled at another institution, as presented below for the 2010-11 and 2011-12 academic years. This data indicates that EGSC facilitates student success by serving as a point of access for many students who might not otherwise enter college.

Percentage of Former EGSC Students Who Subsequently Enrolled at Another Institution

Cohort	2010-11	2011-12
First-time entering		
<i>Full-time</i>	70%	69%
Pell Grant recipients	67%	68%
Non-Pell Grant recipients	74%	72%
<i>Part-time</i>	64%	63%
Pell Grant recipients	62%	65%
Non-Pell Grant recipients	68%	58%
Non-First-time entering		
<i>Full-time</i>	76%	72%
Pell Grant recipients	78%	73%
Non-Pell Grant recipients	73%	71%
<i>Part-time</i>	81%	50%
Pell Grant recipients	73%	38%
Non-Pell Grant recipients	91%	67%
Total Entering		
	70%	68%
Pell Grant recipients	68%	67%
Non-Pell Grant recipients	74%	70%

EGSC'S DESIGNATED KEY STUDENT COMPLETION INDICATOR

As an associate dominant college, in Fall 2018 EGSC chose as its Key Student Completion Indicator the two-year associate degree IPEDS three-year or 150 percent graduation rate for full-time, first-time degree seeking undergraduates as reported in EGSC Institutional Profile to SACSCOC each January. For 2019 institutional profile, the three-year graduation rate for full-time, first-time (FTFT) Fall 2012 Cohort was reported, with 126 graduates from a cohort size of 1,171 for a three-year graduation rate on 10.8 percent rounded up to 11 percent. Presented in the table below is a comparison of EGSC's full-time, first-time (FTFT) cohort three-year graduation rates with the combined graduation rates of three comparable peer state colleges within the USG, including Atlanta Metropolitan College, Georgia Highlands College and South Georgia College. As indicated in the table below, EGSC's FTFT three-year graduation rate rose from 6 percent for the Fall 2011 Cohort to 13 percent for the Fall 2016 Cohort. Note that while the EGSC cohort graduation rates lags a bit behind the combined rates of its three closest USG peers, all graduation rates have stayed above 10 percent once the graduation rates had risen above that level with the Fall 2012 FTFT cohort.

Comparison of EGSC FTFT Graduation Rates with USG Comparator Peers

(*USG Peers include Atlanta Metropolitan College, Georgia Highlands College and South Georgia College.)

USG Peer* Fall FTFT Cohorts	EGSC Grads	EGSC FTFT Cohort	EGSC 3 Year Grad Rate	USG Peer* Grads	USG Peer* FTFT Cohort	USG Peer* 3 Year Grad Rate
Fall 2007	61	725	8.4%	191	1,965	9.7%
Fall 2008	55	979	5.6%	201	2,054	9.8%
Fall 2009	57	990	5.8%	244	2,285	10.7%
Fall 2010	70	1,074	6.5%	256	2,684	9.5%
Fall 2011	93	1,541	6.0%	229	2,519	9.1%
Fall 2012	126	1,171	10.8%	272	2,266	12.0%
Fall 2013	112	929	12.1%	267	2,145	12.4%
Fall 2014	133	973	13.7%	286	1,982	14.4%
Fall 2015	131	1,044	12.5%	354	2,117	16.7%
Fall 2016	127	980	13.0%	333	1,952	17.1%

In addition to tracking three-year graduation rates for students seeking an associate degree, EGSC closely tracks the successful transfer of its former students to other units within the USG. Presented in the table below is the number of baccalaureate degrees conferred by other USG colleges and universities to former EGSC students during the 2015 through 2019 academic years.

Bachelor's Degrees Conferred by other USG Units on Former EGSC Students AY 2015 – AY 2019

Gender/Ethnicity	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019
Female	224	245	301	302	267
Black	76	84	109	92	102
White	189	184	192	185	184
Other	18	16	27	31	27
Male	163	156	184	195	200
Black	76	84	109	92	102
White	189	184	192	185	184
Other	18	16	27	31	27
Total	387	401	485	497	467

EGSC PUBLISHES STUDENT ACHIEVEMENT GOALS AND OUTCOMES





























EGSC maintains an annually updated, public [Student Achievement webpage](#) that lists the following information:

- One-year retention rates for the ten most recent fall cohorts
- Three-year graduation rates for the ten most recent fall cohorts
- Degrees conferred for most recent ten years
- Degrees Conferred by Academic Program FY 2017-18 and FY 2018-19
- ETS Major Field Test in Biology
- Nursing RN-BSN Bridge Program statistics

CONCLUSION

EGSC identifies, evaluates and publishes goals and outcomes for student achievement appropriate to its access mission, the primarily low income and often first generation students it serves and the associate dominant degree programs it offers. EGSC uses multiple measures to document student success.

Sources

-  Chronicle Grad Rates Camouflage Student Success 1-5-2020
-  EGSC CCG Campus Update Report 2013 (Page 5)
-  EGSC CCG Campus Update Report 2014 (Page 9)
-  EGSC CCG Campus Update Report 2015 (Page 9)
-  EGSC CCG Campus Update Report 2016 (Page 14)
-  EGSC CCG Campus Update Report 2017 (Page 10)
-  EGSC CCG Campus Update Report 2018 (Pages 9-10)
-  EGSC CCG Campus Update Report 2019 (Page 9)
-  EGSC Carnegie Classification
-  EGSC Course Success Rates Fall 2019
-  EGSC Course Success Rates Spring 2019
-  EGSC Early Alert Policy
-  EGSC Fact Book 2020
-  EGSC IPEDS Data Feedback Report 2018 (Page 5)
-  EGSC IPEDS Fall 2012 FTFT Cohort Graduation Rate Survey Summary 2018 Report Year
-  EGSC IPEDS Fall 2013 FTFT Cohort Graduation Rate Survey Summary 2019 Report Year
-  EGSC IPEDS Outcome Measures Overview & Summary 2018-19 Report Year (2010-11)
-  EGSC IPEDS Outcome Measures Overview & Summary 2019-20 Report Year (2011-12)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 4)
-  EGSC Student Achievement Webpage
-  USG BOR Policy 2.8 Institutional Mission (Page 5)
-  USG BOR Policy 2.8 Institutional Mission (Page 6)
-  USG BOR Policy 3.3 Curriculum
-  USG Degrees Majors Authorized for EGSC
-  USG FTFT 3 Year Grad Rate Report 2007
-  USG FTFT 3 Year Grad Rate Report 2008
-  USG FTFT 3 Year Grad Rate Report 2009

-  USG FTFT 3 Year Grad Rate Report 2010
-  USG FTFT 3 Year Grad Rate Report 2011
-  USG FTFT 3 Year Grad Rate Report 2012
-  USG FTFT 3 Year Grad Rate Report 2013
-  USG FTFT 3 Year Grad Rate Report 2014
-  USG FTFT 3 Year Grad Rate Report 2015
-  USG FTFT 3 Year Grad Rate Report 2016
-  USG Momentum Year
-  USG Strategic Plan 2024

8.2.a

Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has identified expected outcomes for each of its academic programs (three bachelor's degrees, 15 associate degrees, and one certificate). Each program annually assesses the extent to which those outcomes have been achieved. As demonstrated by the examples below, EGSC then seeks improvement based on analysis of the assessment results in each of those programs.

EGSC HAS AN ESTABLISHED PROCESS FOR ANNUAL ASSESSMENT OF EACH OF ITS ACADEMIC PROGRAMS

EGSC's annual educational program assessment process is a key component of its overall institutional effectiveness process. (See Section 7.1 of this Compliance Certification). That overall institutional effectiveness process is driven by the strategic goals of the University System of Georgia (USG) and EGSC's own strategic goals to promote student success [see USG Strategic Plan 2024 (Page 6) and EGSC Strategic Plan FY 2020 – FY 2022].

The annual educational program assessment process is managed by the program coordinators for each associate degree program (See Section 6.2.c of the Compliance Certification), baccalaureate degree program directors/department heads, their respective Academic School Deans and the Vice President for Academic and Student Affairs. EGSC's academic programs come under the supervision of either the Dean of the School of Mathematics and Natural Sciences or the Dean of the School of Humanities and Social Sciences.

The overall institutional effectiveness process, including academic program assessment, is overseen by EGSC's Institutional Effectiveness Committee (see EGSC Institutional Effectiveness Policy, whose membership is listed as follows [see EGSC Statutes (Pages 24-25)].

Chair, Director of Strategic Planning and Institutional Research;

- Vice President for Academic and Student Affairs;
- Vice President for Business Affairs;
- Information Technology representative;
- Associate Vice President for External Campuses;
- Director of EGSC-Statesboro;
- Student Affairs representative;
- Institutional Advancement representative;
- One faculty member elected by the faculty;
- Baccalaureate Program Director, serving in order of program seniority;
- Humanities Academic Disciplinary Program Coordinator; appointed by the Dean of the School of Humanities and Social Sciences;
- Mathematics and Natural Sciences Academic Disciplinary Program Coordinator; appointed by Dean of the School of Mathematics and Natural Sciences; and

- Social Sciences Academic Disciplinary Program Coordinator; appointed by Dean of the School of Humanities and Social Sciences.

During FY 2017-18, a focus of the EGSC Institutional Effectiveness Committee was on the assessment of the new academic programs that were being launched. Members of the committee discussed how the assessment plans and annual reports would be reviewed using rubrics. Presented below are links to minutes of six meetings conducted during FY 2017-18. [EGSC Institutional Effectiveness Committee Meeting Minutes 8-8-2017](#)

- [EGSC Institutional Effectiveness Committee Meeting Minutes 11-3-2017](#)
- [EGSC Institutional Effectiveness Committee Meeting Minutes 1-26-2018](#)
- [EGSC Institutional Effectiveness Committee Meeting Minutes 3-9-2018](#)
- [EGSC Institutional Effectiveness Committee Meeting Minutes 5-4-2018](#)
- [EGSC Institutional Effectiveness Committee Meeting Minutes 6-8-2018](#)

The Vice President for Academic and Student Affairs (VPASA) has day-to-day responsibility for oversight of academic assessment activities, but also directly supervises the Academic Deans, whose job descriptions assign responsibility at the School level for leading assessment and accreditation activities delegated to them (see job description of [Dean of School of Humanities and Social Sciences](#) and [Dean of School of Math and Science](#)). The VPASA and Academic School Deans have appointed associate degree program coordinators who work with program faculty to refine their goals and outcomes for each annual assessment cycle (see [job description of the program coordinators](#)). School deans directly supervise academic program coordinators, and the VPASA provides overall supervision for assessment work (see [EGSC Program Coordinators roster](#)).

EGSC is a member institution of the University System of Georgia (USG). Accordingly, EGSC's educational programs are also reviewed through periodic local and USG Comprehensive Program Review (CPR) processes for viability, productivity and quality. (See [USG Policy Manual, Section 3.6.3](#)). These CPR processes include assessment of student learning outcomes. Results of assessment of student learning outcomes and analyses of the viability, productivity and quality of the educational programs led to curricular modifications and improvements and further assessment of the impact of the improvements. The USG introduced a new CPR reporting vehicle template in 2017, and EGSC used the vehicle template to submit CPR reports on the College's [Associate of Arts Core Curriculum \(AACC\)](#) and [Bachelor of Science in Biology](#) programs. The AACC was assessed based on several outcome measures, including course success, transfer to other USG units, and degree completion at EGSC and other USG units (see page 6). A primary assessment of the BS Biology Program was the ETS Major Field Test for Biology. Results of the Biology ETS test is summarized on page 4.

EGSC ACADEMIC PROGRAMS WHICH ARE ANNUALLY ASSESSED

Prior to Fall Semester 2017, EGSC offered one associate degree, the Associate of Arts (AA) in Core Curriculum (AACC) and two bachelor's degrees: the Bachelor of Science (BS) in Biology and the Bachelor of Arts (BA) in Fire and Emergency Services Administration (FESA). Beginning in Fall Semester 2017, EGSC began offering associate degrees with disciplinary distinctions. Also beginning in Fall Semester 2017, EGSC began offering a BS RN-BSN Bridge Nursing Program.

Listed below in Table 1 are links to SACSCOC letters of acknowledgement and approval for the bachelor's degrees and the associate degrees with disciplinary distinctions. The AS Recreation Program was subsequently eliminated in AY 2019-20 because it did not attract any majors. In addition, the initial title of the AA Early Childhood Education Program was updated to AA Elementary Education for AY 2019-20.

Table 1: EGSC Degrees and SACSCOC Approval and Acknowledgement Letters

SACSCOC Dates of Approval/Acknowledgement	EGSC Degrees
July 10, 2013	Elevation to Level II offering the Bachelor of Science in Biology
February 2, 2016	Bachelor of Arts in Fire and Emergency Services Administration
February 7, 2017	Associate of Arts with a major in English
	Associate of Arts with a major in Art
	Associate of Arts with a major in Criminal Justice
	Associate of Arts with a major in History
	Associate of Arts with a major in Political Science
	Associate of Arts with a major in Psychology
	Associate of Arts with a major in Sociology
February 7, 2017	Associate of Science with a major in Chemistry
	Associate of Science with a major in Mathematics
	Associate of Science with a major in Recreation (now discontinued)
	Associate of Science with a major in Biology
	Associate of Science with a major in Business Administration
August 10, 2017	Associate of Arts with a major in Fire and Emergency Services Administration
September 27, 2017	Associate of Arts with a major in Communication Arts
October 30, 2017	Associate of Arts with a major in Early Childhood Elementary Education
July 3, 2018	Bachelor of Science in Nursing RN-BSN Bridge Program

EGSC IDENTIFIES EXPECTED OUTCOMES FOR EACH OF ITS EDUCATIONAL PROGRAMS

In April 2017 in preparation for introducing AA and AS degrees with disciplinary distinction in Fall Semester 2017, the President of the College provided guidance to newly appointed degree program coordinators in a Memo on Academic Program Assessment. Templates for the assessment plans presented below in Table 2 and Table 3 were introduced.

- The Data Maintenance and Collection Plan template (Table 2) guided the program coordinators in accomplishing the following:
 - Identifying the student learning outcomes (SLOs),
 - Specifying and describing the appropriate assessment methods for each outcome; and,
 - Explaining how the assessment results would be compiled and maintained.
- The related Annual Analysis of Academic Program Assessment Results template (Table 3) guided the program coordinators in accomplishing the following:
 - Identifying the person responsible for analyzing assessment results and
 - Describing the process of how the assessment results would be used to improve the academic program.

These templates also were adopted by the program directors of the three baccalaureate programs EGSC offers.

Table 2: Academic Program Assessment Data Maintenance and Collection Plan

Learning Outcome (List each learning outcome in your plan)	Assessment Methods (List the specific assessment methods to be used to determine whether each outcome has been attained)	Detailed Descriptions of Assessment Methods (Define each assessment method so there is no ambiguity about the meaning of your measure.)	Compilation/Maintenance of Assessment Results (Assessment results need to be compiled consistently from year to year. Establish responsibility for compiling and maintaining results.)
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Table 3: Plan for Annual Analysis of Academic Program Assessment Results

Learning Outcome (List each learning outcome in your plan)	Assessment Methods (List the specific assessment methods to be used to determine whether each outcome has been attained)	Person Responsible for Analysis (List by title, not name, the individual responsible to analyze assessment data of that learning outcome and present recommendations for change if needed.)	Process to be used to Make Decisions about Changes Needed (Describe briefly the process your program will use to determine the specific changes to be made.)
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The associate degree program coordinators and the bachelor’s degree program directors/department heads have, in fact, prepared both Data Maintenance and Collection Plans (See Table 2) and plans for the Annual Analysis of Assessment Results (See Table 3). As demonstrated in Table 4 below, 100 percent of EGSC’s academic programs are in compliance with our requirement for submission of these two templates. Links to both of these reports for each of EGSC’s academic programs are presented below.

Table 4: Links to EGSC’s Academic Program Plans

CIP Code	Degree (*Effective Fall Semester 2017)	Plan for Data Maintenance	Plan for Annual Analysis
09010001	Associate of Arts in Communication Arts*	Data Plan	Analysis Plan
13121001	Associate of Arts in Early Childhood Elementary Education*	Data Plan	Analysis Plan
23010101	Associate of Arts in English*	Data Plan	Analysis Plan
42010101	Associate of Arts in Psychology*	Data Plan	Analysis Plan
43010401	Associate of Arts in Criminal Justice*	Data Plan	Analysis Plan
43020202	Associate of Arts in Fire and Emergency Services Administration* (FESA)	Data Plan	Analysis Plan
45100101	Associate of Arts in Political Science*	Data Plan	Analysis Plan
45110101	Associate of Arts in Sociology*	Data Plan	Analysis Plan
50070101	Associate of Arts in Art*	Data Plan	Analysis Plan
54010101	Associate of Arts in History*	Data Plan	Analysis Plan
26010101	Associate of Science in Biology*	Data Plan	Analysis Plan
27010101	Associate of Science in Mathematics*	Data Plan	Analysis Plan
40050101	Associate of Science in Chemistry*	Data Plan	Analysis Plan
52020101	Associate of Science in Business Administration*	Data Plan	Analysis Plan
43020201	Bachelor of Arts with a Major in Fire and Emergency Services Administration (FESA)	Data Plan	Analysis Plan
26010101	Bachelor of Science with a Major in Biology	Data Plan	Analysis Plan
51380105	Bachelor of Science with a Major in Nursing, RN to BSN*	Data Plan	Analysis Plan
50060501	Certificate of Less than One Year in Digital Photography	Data Plan	Analysis Plan

EGSC ASSESSES THE EXTENT TO WHICH IT ACHIEVES EXPECTED OUTCOMES FOR EACH OF ITS EDUCATIONAL PROGRAMS

In addition to the two assessment planning templates introduced in his Memo on Academic Program Assessment, the President’s April 2017 memo introduced the basis for a third template: An Annual Assessment Reporting Template. That template is presented below in Table 5.

Table 5: Academic Program Annual Report of Assessment Results and Changes Implemented

East Georgia State College Program Assessment Annual Report					
Program:					
School:					
Program Coordinator Name:					
Phone: Email Address:					
Academic Year:					
Date Submitted:					
Program Learning Outcomes (PLO)	Course(s) Assessed	Assessment Methods (List the specific assessment methods actually used to determine whether each outcome has been attained)	Direct/ Indirect	Assessment Results (Summarize assessment results for each assessment method.)	Action Needed (Describe specific actions that have been taken in response to results.)

Listed in Table 6 below are links to the AY 2017-18 and AY 2018-19 academic program assessment reports for all of EGSC’s academic programs. As demonstrated in Table 6 below, 100 percent of EGSC’s academic programs are in compliance with our annual assessment reporting requirements.

Table 6: Links to Academic Program Assessment Reports

CIP Code	Degree (*Effective Fall Semester 2017)	AY 2017-18 Report	AY 2018-19 Report
09010001	Associate of Arts in Communication Arts*	<u>Report</u>	<u>Report</u>
13121001	Associate of Arts in Early Childhood Elementary Education*	<u>Report</u>	<u>Report</u>
23010101	Associate of Arts in English*	<u>Report</u>	<u>Report</u>
42010101	Associate of Arts in Psychology*	<u>Report</u>	<u>Report</u>
43010401	Associate of Arts in Criminal Justice*	<u>Report</u>	<u>Report</u>
43020202	Associate of Arts in Fire and Emergency Services Administration* (FESA)	<u>Report</u>	<u>Report</u>
45100101	Associate of Arts in Political Science*	<u>Report</u>	<u>Report</u>
45110101	Associate of Arts in Sociology*	<u>Report</u>	<u>Report</u>
50070101	Associate of Arts in Art*	<u>Report</u>	<u>Report</u>
54010101	Associate of Arts in History*	<u>Report</u>	<u>Report</u>
26010101	Associate of Science in Biology*	<u>Report</u>	<u>Report</u>
27010101	Associate of Science in Mathematics*	<u>Report</u>	<u>Report</u>
40050101	Associate of Science in Chemistry*	<u>Report</u>	<u>Report</u>
52020101	Associate of Science in Business Administration*	<u>Report</u>	<u>Report</u>
43020201	Bachelor of Arts with a Major in Fire and Emergency Services Administration (FESA)	<u>Report</u>	<u>Report</u>
26010101	Bachelor of Science with a Major in Biology	<u>Report</u>	<u>Report</u>

CIP Code	Degree (*Effective Fall Semester 2017)	AY 2017-18 Report	AY 2018-19 Report
51380105	Bachelor of Science with a Major in Nursing, RN to BSN* [Initial assessment report in AY 2018-19 was designed to correlate with the Accreditation Commission for Education in Nursing (ACEN) Systematic Plan for Evaluation (SPE)]		<u>Report</u>
50060501	Certificate of Less than One Year in Digital Photography	<u>Report</u>	<u>Report</u>

**EGSC SEEKS IMPROVEMENT IN EACH OF ITS EDUCATIONAL PROGRAMS
BASED ON AN ANALYSIS OF ASSESSMENT RESULTS**

As indicated in the reports in Table 6 above (far right-hand column), action needed based on assessment results is identified for each program annually. Presented below in Table 7 are examples of how EGSC seeks improvement of educational programs based on an analysis of assessment results.

Table 7: Examples of Academic Program Improvement based on Assessment Results

Program	Improvement based on Assessment Results
AA Art	In my program assessment of the Fall 2018 ART 1030 class I noticed a decline in craftsmanship and attributed it to less time in class dedicated to hands on demos and lessons in craftsmanship and more emphasis on theory and practice. In the 2019 ART 1030 course I rewrote the first half of the course to a heavy emphasis on elements and principles coupled with craftsmanship (this coupled with a textbook switch to Wucious Wong Three Dimensional Design). I saw craftsmanship greatly approve during the 2019 semester as well as class productivity. This was a positive switch that I have now implemented in my 2020 ART 1020 course as well. I am currently assessing the ART 1020 designs being submitted and am seeing positive results in that course as well.
BS Biology	The analysis of the results of the students' scores at ETS Major Field Test for Biology is used to modify the content of the courses, course offering, and the curriculum of the Bachelor of Sciences in Biology to increase student knowledge and achievement. For example, students who took the ETS major Field Test for Biology in 2014 and 2015 mentioned that the test included several questions on Plant Biology that they could not answer due to the lack of a Plant Biology course. Therefore, we designed a new course, BIOL 3460 Plant Biology, to fill the gap in the curriculum. The Plant Biology course was first offered in the spring 2016 semester and starting fall 2017 it will be a required course.
AS Business Administration	We have found the averages for the group projects (Accounting 2101 classes) to be above the benchmark, which does not correlate to the low pass rates. The purpose of the project is for students to take the knowledge gained from the group project, which covers the entire accounting cycle, and use the knowledge to help increase scores on the final exam, as well pass rates for the class. Therefore, the professor is providing additional guidance on the project in an effort to improve pass rates for the class.
AS Chemistry	To help with this I will continue to give examples of how chemistry applies to everyday life during classes as I have always done. In addition, I introduced on-line D2L discussion topics in the fall of 2018 for CHEM 1211 (3 each semester), and in CHEM 1211 and CHEM 1212 in spring of 2019. The students read posted articles focusing on an area of chemistry being applied to our lives, then posted their comments to the discussion group, read their classmates' comments and replied to those as well. These were evaluated based on participation and posting meaningful comments and replies to other posts.





































Table 7: Examples of Academic Program Improvement based on Assessment Results







































Program	Improvement based on Assessment Results
AA Communication Arts	It is more difficult than it seems to get students to accept asking questions of the audience, so we practice this activity. We inculcate students with this confidence-boosting activity to help reduce the pressure they are feeling at the beginning of a speech. This pressure is likely to be transferred from the speaker's shoulders to the audience members who are answering the questions posed to them by the speaker. This has the added benefit of making the audience members more engaged in the speech than sitting passively as though they are viewing a performance.
AA Elementary Education	EDUC 2120 focused on PLO 2: Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools. The assessment method consisted of the portfolio project for EDU 2120. It required research on school structure and culture data collection. A rubric was used to assess the students understanding of the contemporary issues that influence the school they observed. Assessment results yielded over 70% of the students measured from Spring 2019 scored 3 or higher on both measurements on the rubric. (Quality of Information and Critical Thinking); thus, it closed the loop. The data demonstrated the students improved their understanding of structure and culture during their observation (based on prior need from 2017 assessment report).
AA and BA Fire and Emergency Services Administration	Clarification on instructions for both written and discussion assignments, items that were identified in the program assessments as needing improvement, has resulted in clearer and more concise submissions of these assignments by students in several of the FESA classes, both at the associate level and at the bachelor degree level. Since course completion was a problem for some students at the associate level, more consistent contact with students through email and discussion has encouraged some students to remain active in courses when they might have otherwise not completed the course.
AA Political Science	The Political Science Program assessment data showed that students failed to achieve the target benchmark for papers. This suggests that students in the program struggle with writing. To improve the quality of the political science program, the political science faculty decided to devote more time to teaching students how to conduct research and write papers.
















CONCLUSION

EGSC identifies expected student learning outcomes, assesses the extent to which it achieves these outcomes and provides evidence of seeking improvement based on analysis of results for each of its educational programs.

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8.2.b**Student Outcomes: General Education**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) identifies expected student learning outcomes for the collegiate-level general education competencies of its degree programs, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of assessment results. All of EGSC's degree programs are undergraduate programs.

DESCRIPTION OF GENERAL EDUCATION AT EGSC

EGSC is a member institution of the University System of Georgia (USG). The Board of Regents (BOR) of the USG has adopted the following policy concerning the core curriculum of each of its member institutions:

"Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours"

(See [BOR Policy 3.3.1, Core Curriculum](#))

EGSC IDENTIFIES EXPECTED OUTCOMES FOR COLLEGIATE-LEVEL GENERAL EDUCATION COMPETENCIES

The above policy of the BOR of the USG requires that each USG institution submit learning outcomes for Areas A-E of its core curriculum to the USG’s Council on General Education. These learning outcomes must be approved by the USG Council on General Education. Further, those outcomes must:

“...be collegiate-level, not skills based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG.”

(See BOR Policy, Section 3.3.1 and USG Academic and Student Affairs Handbook, Section 2.4.1)

EGSC’s general education student learning outcomes (SLOs) were approved by its faculty in 2011. They were submitted to the USG’s Council on General Education and approved.

(See EGSC Gen Ed Outcomes Approved 09 22 2011; Also see EGSC Letter From USG Approving Gen Ed Outcomes 11-8-2011)

These SLO’s were reaffirmed by EGSC’s Faculty Senate in 2019. (See EGSC Faculty Governance Reaffirmation of Gen Ed Outcomes 06-13-2019)

The following table presents EGSC’s student learning outcomes for each of the five areas of its core curriculum (Areas A-E).

USG Learning Goals/EGSC General Education Learning Outcomes

USG Core Curriculum Learning Goals	EGSC General Education Student Learning Outcomes
Learning Goal A1: Communication Outcomes	<ul style="list-style-type: none"> Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.
Learning Goal A2: Quantitative Outcomes	<ul style="list-style-type: none"> Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.
Learning Goal B: Institutional Options	<ul style="list-style-type: none"> Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.
Learning Goal C: Humanities, Fine Arts, and Ethics	<ul style="list-style-type: none"> Students will demonstrate the ability to analyze effectively works of literature, art, or music.
Learning Goal D: Natural Sciences, Mathematics, and Technology	<ul style="list-style-type: none"> Students will demonstrate effective use of scientific methods.
Learning Goal E: Social Sciences	<ul style="list-style-type: none"> Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

USG REQUIREMENT FOR ASSESSMENT OF GENERAL EDUCATION AND COMPREHENSIVE PROGRAM REVIEW

In addition to the above requirement for a core curriculum with approved SLO’s for each area of the core curriculum, the USG requires the following:

- Assessment
 - The policy of the BOR requires the following:

"Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and the USG Comprehensive Program Review process."
(see USG BOR Policy, 3.3.1 Core Curriculum)

- Periodic comprehensive program review

USG policy requires, in addition, that a comprehensive program review be performed periodically.

"Per the USG Comprehensive Program Review Policy (BoR Policy 3.6.3, Comprehensive Program Review), the assessment of general education learning outcomes is required at all institutions and must be part of each institutions regular report on comprehensive program review."

(See USG Academic & Student Affairs Handbook, Policy 2.4.1 General Education Learning Goals)

As described below, EGSC has conducted this assessment and completed these comprehensive program reviews.

EGSC ASSESSES THE EXTENT TO WHICH IT ACHIEVES OUTCOMES FOR COLLEGIATE-LEVEL GENERAL EDUCATION COMPETENCIES

EGSC offers 15 associate degrees with disciplinary degrees in addition to an associate of Arts in Core Curriculum. Also, EGSC offers three targeted bachelor's degrees. The above described core curriculum (42 hours) is a required element of the completion of each of those degrees.

The following chart lists those 15 associate degree programs and those bachelor's degree programs (left hand column). The chart then presents the general education learning outcomes for each of those degree programs (number 1-6 across the top of the chart). An "x" in the intersecting cell indicates that the learning outcomes for a particular degree program address the corresponding general education learning outcome.

Since the core curriculum is a major component of each of EGSC's associate degrees with disciplinary distinction (42 hours), the chart demonstrates that assessment of the learning outcomes for all of those degree programs (in the aggregate) comprehensively covers each of the general education learning outcomes established by EGSC.

As described in Section 8.2.a of this Compliance Certification, EGSC regularly evaluates each of those programmatic student learning outcomes. These assessment results are then reviewed by EGSC to improve the extent to which its students are attaining general education competencies and the established outcomes of each of those degree programs.

EGSC General Education Student Learning Outcomes							
All Academic Degree Programs	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
Art (AA)	X		X	X	X		
Biology (AS)	X	X		X		X	
Business Administration (AS)	X	X	X	X			
Chemistry (AS)	X	X		X		X	
Communication Arts (AA)	X		X	X			X
Criminal Justice (AA)	X			X			
Elementary Education (AA)	X			X			X
English (AA)	X			X			X
Fire and Emergency Services Administration (AA)	X		X	X			X
History (AA)	X			X	X		
Mathematics (AS)	X	X		X			
Political Science (AA)	X		X	X			
Psychology (AA)	X			X		X	X
Recreation (AS)	X			X			X
Sociology (AA)	X			X		X	X
Biology (BS)	X	X		X		X	
Fire and Emergency Services Administration (BA)	X		X	X			X
Nursing (RN-BSN Bridge) (BS)	X			X		X	X
Digital Photography (Certificate)	X				X		

The following charts are provided for each of EGSC’s degree programs:

EGSC General Education Learning Outcomes							
Art (AA) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a. Students should be able to recognize and articulate key periods of art history, works of prominent artists, and key elements of architecture	X			X	X		
b. Students should be able to demonstrate an understanding of process and materials in the areas of drawing and design.					X		
c. Students should be able to demonstrate an understanding of process and knowledge related to the elements and principles of design.	X				X		

EGSC General Education Learning Outcomes							
<p>Biology (AS)</p> <p>Academic Program Student Learning Outcomes</p>	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Students will demonstrate mastery of the fundamental concepts of biology.	X			X		X	
b) Students will demonstrate mastery of the fundamental concept of chemistry.	X			X		X	
c) Students will acquire laboratory and field skills necessary to test biological hypotheses and conduct scientific research.				X		X	
d) Students will utilize critical thinking skills, writing skills and quantitative reasoning skills to effectively communicate research results in a scientific format.	X	X		X		X	

EGSC General Education Learning Outcomes							
Business Administration (AS) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Students will be able to communicate effectively and work in diverse teams.	X		X				
b) Students will demonstrate a necessary level of competency in accounting and economic courses to be successful in a "real world" business environment.	X	X		X			
c) Students will demonstrate the ability to think critically in order to make sound financial decisions.			X	X			
d) Students will be familiar with both national and local environments.	X			X			

EGSC General Education Learning Outcomes							
Chemistry (AS) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Describe the physical and chemical properties and changes of matter and the factors leading to these properties and changes.	X			X		X	
b) Be able to perform basic chemical laboratory procedures and techniques.				X		X	
c) Understand and demonstrate the mathematical relationship in chemical reactions.		X		X		X	
d) Collect appropriate data using available technologies, draw logical and chemically sound conclusions and effectively communicate results.	X			X		X	
e) Show how chemical principles apply to everyday life.	X			X			

EGSC General Education Learning Outcomes							
Communication Arts (AA) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a. Understanding the principles of communication.	X		X				
b. Forming communication skills for public rhetorical situations.			X				
c. Social and psychological implications.				X			X
d. Critical thinking training.			X	X			

EGSC General Education Learning Outcomes							
<p>Criminal Justice (AA)</p> <p>Academic Program Student Learning Outcomes</p>	<p>1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.</p>	<p>2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.</p>	<p>3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.</p>	<p>3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.</p>	<p>4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.</p>	<p>5. Students will demonstrate effective use of scientific methods.</p>	<p>6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.</p>
<p>a. Students will demonstrate an understanding of how the various agencies that comprise the criminal justice system are structured and how those agencies function.</p>	X			X			
<p>b. Students will demonstrate the capacity to design innovative approaches to dealing with social injustices and social harms within criminal justice systems.</p>	X			X			

EGSC General Education Learning Outcomes							
Elementary Education (AA) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a. Discover, explore, and describe current issues and trends in schools using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation.	X			X			X
b. Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools.	X			X			X

EGSC General Education Learning Outcomes							
<p>Fire and Emergency Services Administration (AA)</p> <p>Academic Program Student Learning Outcomes</p>	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will show evidence that they possess the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Students will demonstrate effective and appropriate oral, written and electronic communications.	X		X				
b) Students will demonstrate the ability to gather analyze and evaluate information in fire and emergency services administration.				X			
c) Student will demonstrate the ability to reduce loss of life and property from fire and other hazards.				X			
d) Students will be able to define and explain basic components of fire and emergency services administration.	X			X			
e) Students will be able to engage stakeholders in community by applying political, economic, social and historical concepts				X			X

f) Student will demonstrate taking responsibility for their own health and physical fitness to reduce deaths and injuries among fire and emergency services personnel.					X		
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EGSC General Education Learning Outcomes							
History (AA) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Display knowledge of individual, memorized historical facts.	X			X			
b) Demonstrate skill in explaining or analyzing historical events and topics through written essays.	X			X	X		
c) Exhibit skill in research of historical evidence using both primary and secondary sources through a one-time capstone project.	X			X			

EGSC General Education Learning Outcomes							
<p>Mathematics (AS)</p> <p>Academic Program Student Learning Outcomes</p>	<p>1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.</p>	<p>2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.</p>	<p>3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.</p>	<p>3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.</p>	<p>4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.</p>	<p>5. Students will demonstrate effective use of scientific methods.</p>	<p>6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.</p>
<p>a) Students will demonstrate the ability to solve problems using knowledge and techniques of multivariate Calculus.</p>	<p>X</p>	<p>X</p>		<p>X</p>			

EGSC General Education Learning Outcomes							
<p>Political Science (AA)</p> <p>Academic Program Student Learning Outcomes</p>	<p>1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.</p>	<p>2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.</p>	<p>3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.</p>	<p>3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.</p>	<p>4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.</p>	<p>5. Students will demonstrate effective use of scientific methods.</p>	<p>6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.</p>
<p>a) Students will be able to research and analyze issues in political science and present their findings in written and/or oral form.</p>	X		X				
<p>b) Students will be able to ascribe the main features, advantages, and disadvantages of key forms of political order such as democracy and autocracy.</p>	X			X			
<p>c) Students will be able to explain key concepts in political science such as government, order, justice, liberty, and rights</p>	X						

EGSC General Education Learning Outcomes							
<p>Psychology (AA)</p> <p>Academic Program Student Learning Outcomes</p>	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Describe psychology and its core themes, principles, concepts, and applications.	X						
b) Demonstrate skill using scientific reasoning to interpret phenomena, demonstrate psychology information literacy, and engage in integrative thinking and problem solving.	X			X		X	
c) Demonstrate skill in applying ethical standards to evaluate psychological science, building and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels.				X			X

EGSC General Education Learning Outcomes							
<p>Recreation (AS)</p> <p>Academic Program Student Learning Outcomes</p>	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Understand history and foundation of P&R and leisure services.	X						
b) Identify diversifies field of leisure people engage in.				X			
c) Social and Psychological implications.							X
d) Understand the network of each level of organizations providing programs and related services.	X			X			

EGSC General Education Learning Outcomes							
<p>Sociology (AA)</p> <p>Academic Program Student Learning Outcomes</p>	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Students will understand the role of theory in the study of society and social phenomenon.	X			X			X
b) Students will understand the role of scientific evidence in sociological inquiry and will be familiar with qualitative and quantitative research methods used in Sociology.				X		X	X
c) Students will understand and be able to apply the so-called "sociological perspective."	X			X			

EGSC General Education Learning Outcomes							
Biology (BS) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a) Students will understand and apply fundamental scientific principles from major biological disciplines.	X			X		X	
b) Students will integrate knowledge across biological, mathematical, chemical and physical disciplines to enhance understanding of biological systems.	X			X		X	
c) Students will acquire laboratory and field skills necessary to test biological hypotheses and conduct scientific research.				X		X	

EGSC General Education Learning Outcomes							
<p>Fire and Emergency Services Administration (BA)</p> <p>Academic Program Student Learning Outcomes</p>	<p>1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.</p>	<p>2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.</p>	<p>3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.</p>	<p>3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.</p>	<p>4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.</p>	<p>5. Students will demonstrate effective use of scientific methods.</p>	<p>6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.</p>
<p>a) Students will demonstrate effective and appropriate oral, written and electronic communications.</p>	X		X				
<p>b) Students will demonstrate the ability to gather analyze and evaluate information in fire and emergency services administration.</p>				X			
<p>c) Student will demonstrate the ability to reduce loss of life and property from fire and other hazards.</p>				X			
<p>d) Students will be able to apply the scientific method in developing new solutions to administrative issues and relate research in the fire and emergency services.</p>	X			X			
<p>e) Students will be able to define and explain major components of fire and emergency</p>				X			X

services administration.							
f) Students will be able to engage stakeholders in the community by applying political, economic, social and historical concepts regarding human behavior from a variety of perspectives.				X			

EGSC General Education Learning Outcomes							
Nursing (RN-BSN Bridge) (BS) Academic Program Student Learning Outcomes	1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.	2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.	3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.	3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.	4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.	5. Students will demonstrate effective use of scientific methods.	6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
a. Synthesize knowledge and skills acquired in the humanities, natural, and behavioral sciences and AS level nursing	X			X		X	X
b. Examine nursing values/behavior that exemplify the caring, professional nurse.				X			
c. Formulate a plan to promote high quality care and patient safety.	X			X			
d. Assess health care systems and policies that impact community and global healthcare.	X			X			X
e. Differentiate the roles of leader, designer, manager, and coordinator of nursing care.	X			X			

EGSC General Education Learning Outcomes							
<p>Certificate of Digital Photography</p> <p>Academic Program Student Learning Outcomes</p>	<p>1. Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.</p>	<p>2. Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.</p>	<p>3a. Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.</p>	<p>3b. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.</p>	<p>4. Students will demonstrate the ability to analyze effectively works of literature, art, or music.</p>	<p>5. Students will demonstrate effective use of scientific methods.</p>	<p>6. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.</p>
<p>a. Students should be able to demonstrate an understanding of process and knowledge related to the elements and principles of photography.</p>	X						
<p>b. Students should be able to recognize and articulate key periods of photography, works by prominent photographers, and key elements of framing and image.</p>	X				X		
<p>c. Students should be able to demonstrate an understanding of process and materials in the area of digital photography.</p>	X						

Presented in the table below are general education student learning outcomes assessment examples.

(See the EGSC AA Core Curriculum Program Assessment Report AY 2016 – AY 2018; also see the EGSC AA Core Curriculum Program Assessment Report AY 2018-19).

AACC PLO/ Gen Ed SLO	Example
<p>(1) Communication Outcome</p>	<p>ENGL 1101: Students complete reading exercises and quizzes on ReadTheory.org. Result: Most students scored at the 6th grade reading level. The instructor will increase number of quizzes (guided practice) to improve reading levels of students.</p>
	<p>SPAN 1001: The assessment was divided into reading comprehension, writing, speaking, and listening comprehension. Result: Writing and reading comprehension well above benchmark. Students needed assistance completing speaking and listening section. Instructor will create more class conversations.</p>
	<p>BIOL 1107: 70% of the students will score 70% or higher on Lab report. Result: 50% of the students scored 70% or more on this assessment. The following steps will be taken:</p> <ul style="list-style-type: none"> • The grading rubric will be evaluated and revised, as needed. • Give students examples of various standards of feedback. • Stress the importance of following the grading rubrics.
	<p>FESA 2101: Written Activity: Address the historical progression of the fire problem in the United States. Identify and delineate on several factors that help explain the disparity between the high aggregate costs of fire for the nation, states, and communities, and lower perceptions of fire risks and costs. What are the ramifications of ignoring fire prevention and education? Make sure to read Fire Death Rate Trends in order to help formulate your opinion. Class average on this assignment was 93. Students were able to gather and analyze the data and make an effective evaluation information about the data they gathered.</p>
	<p>MATH 1101: During Fall 2018, 579 students took the posttest. Three of these items were mapped to General Education Learning Outcome #1. Results: Item #1 – 76% of the students correctly answered the question. Item #4– 56% of the students correctly answered the question. Item #5 – 82% of the students correctly answered the question. Action Steps: A three-member MATH 1001 subcommittee took the following action based on the assessment results: Item #1 – 70% benchmark was met [No Action at this time]. Item #5 – 70% benchmark was met [No Action at this time]. Item #4 – 70% benchmark was unmet, so the subcommittee reviewed the question. Some quotes from the subcommittee included: “#4 I actually answered this one wrong on my first attempt and had to re-read the question a 3rd time before I agreed with the answer. We might find a better situation where the wording is a bit more clear.” – Subcommittee member #1 “..., I think we could keep #4, but rewrite the question.” – Subcommittee member #2 “... perhaps for #4 we could choose a question asking for the sample statistic, since this is more of our focus in 1001”. – Subcommittee member #2 Based on these conversations, the question was revised for the Spring 2019 MATH 1001 Posttest.</p>

AACC PLO/ Gen Ed SLO	Example
(2) Critical Thinking Outcome	<p>FESA 2101 Discuss and describe the scope, purpose and organizational structure of fire and emergency services. Writing Activity: Discuss why decision making and critical thinking are two important skills that need to be highly developed by firefighters. Cite your sources. Use examples that you find in research, or from your own experience. Your responses should be 750 words or more, double spaced and typed. The class average on this activity was 87.5. It was found that individuals scored higher (in the 90s) were more familiar with fire and emergency services operation than perhaps others that scored lower.</p>
	<p>PSYC 1101: Critical thinking project Benchmark: 70% of students will score 80% Results: 79% of students scored at least 75% or higher. Benchmark not met. Professors will add more group activities prior to the assessment assignment. Professors will meet to discuss a more unified approach to teaching and assessing critical thinking in psychology.</p>
	<p>MATH 1121: Students worked in small groups on the presentation of a statistical topic. Results: Student presentations were assessed based on a rubric. Students scored well on the presentations and the instructor did not limit student creativity during the presentations.</p>
	<p>CHEM 1211/1212: End-of-course cumulative lab exam. Perform basic chemical laboratory procedures, calculations and techniques. Results: Many students still have difficulty with unit conversions. Despite giving out a list of important concepts to learn for the lab exam, many students still missed these item types on the exam.</p>
	<p>FESA 2140Written Activity: Address the historical progression of the fire problem in the United States. Identify and delineate on several factors that help explain the disparity between the high aggregate costs of fire for the nation, states, and communities, and lower perceptions of fire risks and costs. What are the ramifications of ignoring fire prevention and education? Make sure to read Fire Death Rate Trends in order to help formulate your opinion. Class average on this assignment was 93. Students were able to gather and analyze the data and make an effective evaluation information about the data they gathered.</p>

AACC PLO/ Gen Ed SLO	Example
<p>(3) Mathematics Outcome</p>	<p>MATH 1111: Homework and quizzes via MyMathLab website. Administered exams which consisted of multiple choice, matching, and (mostly) short answer problems.</p>
	<p>Results: Benchmark was expected to be a normal grade distribution, with a mean score of 70. The distribution of grades did not meet this benchmark. Based on the data, I will implement a strategy of providing students with specific objectives to be covered on the tests. Students will perform group projects which will involve them creating an exam for their peers to complete and answering questions in class.</p>
	<p>MATH 1113: Solving 3 application problems as part of a formal assessment (test). Expectations: 75% of students would correctly solve the least difficult problem, 50% of students would solve the slightly difficult problem, and 25% of students would correctly solve the most difficult problem.</p> <p>Results: The percentage correct for each type: Least Difficult 80% correct; Slight Difficultly; 30% correct; Most Difficult 15% correct. Instructor will spend more time with these types of application problems and encourage the students to at least attempt to solve the problems.</p>
<p>MATH 1540: Posttest (demonstrate the ability to solve problems using knowledge and techniques of multivariate Calculus)</p> <p>Results: Based on the MATH 1540 Posttest results, the Calculus subcommittee proposes revisiting the Item Analysis of the MATH 2012 Posttest during the Fall 2019 Faculty Workshop and potentially updating the assessment items to accurately reflect essential course content.</p>	

AACC PLO/ Gen Ed SLO	Example
<p>(4) Scientific Method Outcome</p>	<p>BIOL 1107/1108 Principles of Biology Increased assessment scores at the post test (metabolism) Pre-test: 51.5% correct answer; Post-test: 61.6% correct answer 33 out 67 students took the assessment; Benchmark was achieved.</p> <p>Results: Use of Mastering Biology to increase student knowledge, critical thinking, and engagement. Students will be required to perform the following Mastering Activity about Cell Biology: Videos: tour of cells (animal and plant cells) Activities: The Endomembrane System Connections Between Cells Prokaryotic Cell Structure and Function Standardization of the following lab about Cell Biology: Microscope and cell examination</p>
	<p>BIOL 1107/1108 Principles of Biology Increased assessment scores at the post test (Genetics) Pre-test: 52.5% correct answer; Post-test: 67.7% correct answer 33 out 67 students took the assessment; Benchmark was achieved.</p> <p>Results: Use of Mastering Biology to increase student knowledge, critical thinking, and engagement. Students will be required to perform the following Mastering Activity about Genetics: Videos: genetic variations, Activity: Meiosis Animation Standardization of the following lab about Genetics: Online Drosophila lab; mitosis lab</p>

	<p>BIOL 1107/1108 Principles of Biology Increased assessment scores at the post test (Evolution) Pre-test: 30.3% correct answer Post-test: 21.2% correct answer 33 out of 67 students took the assessment; Benchmark was not achieved. Results: Use of Mastering Biology to increase student knowledge, critical thinking, and engagement. Students will be required to perform the following Mastering Activity about Evolution: Activities: HMI Video - The Origin of Species: Lizards in an Evolutionary Tree Standardization of the following lab about Evolution: Competition simulation lab using beans</p>
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AACC PLO/ Gen Ed SLO	Example
<p>(5) Cultural Outcome</p>	<p>ENGL 1101: Students read Ray Bradbury novel, <i>1984</i>, and prepared a presentation/research paper on the effects of the Patriot Act and other laws on citizens' rights. Results: In their presentations, students were able to compare and contrast the Patriot Act with <i>1984</i> but struggled with the research papers. Will change the focus of the ENGL 1101 class to "Activism and Rhetoric" to engage students' passions.</p>
	<p>FILM 1100: Students read a chapter from <i>Film Studies: An Introduction</i>. Then, they chose a scene from the film to analyze, according to the guidelines in the text. They wrote a 3-5-page paper to present their analysis. Results: The students understood the assignment and were able to achieve its aim--to connect more deeply to movies, to be more than just passive audience members, to think in a cinematic way about movies and their lives.</p>
	<p>HIST 2112: Students wrote two critical writing essays based on topics that came from the notes and a critical analysis essay test on the book, <i>Black Like Me</i>, by John Griffin. Results: This class was outstanding. The three that did not reach the benchmark either missed assignments and did not choose to make them up or simply did not perform well throughout the semester.</p>
	<p>HIST 2112: The objective was to teach a chronological history of the Vietnam War through 1968, identifying names, defining terms, and explaining concepts. Instructor embedded an assessment into the Unit 5 Exam. 21 Students took the Unit 5 Exam. It had 41 short answer questions and one small essay question. The exam covered various topics in U.S. History from 1952 to 1968. There were 11 questions out of 41 about the Vietnam War, with a benchmark of 70% correct. Results: The number of questions out of those 11 that each student missed was: 0, 2, 0, 0, 0, 2, 1, 1, 0, 2, 0, 0, 2, 1, 2, 3, 1, 0, 3, 2, 2. No student missed more than 3 of 11. Eight students missed 0 of 11. Not surprisingly, those who missed 2 or 3 correlates with those who made the lowest overall grades on this exam. Those who missed 0 also correlates with those who made the highest grades. This shows that the 70% correct benchmark was met and exceeded, that the instructor did an adequate job of teaching and preparing students for the portion of the test on the Vietnam War topic, and/or that the students did an adequate job of learning that material.</p>

AACC PLO/ Gen Ed SLO	Example
<p>(6) Behavioral Outcome</p>	<p>HIST 1112: Students were asked to complete a three-question survey about a timeline and book review covering a wide variety of systems of thought—protestant and Catholic Christianity, Rationalism, Empiricism, Marxism, Darwinism—and I instructed on the logical and chronological relationships between events and trends in history.</p>
	<p>Results: Some students merely mentioned gaining knowledge and an increased ability to learn and retain knowledge, and to study better; but most mentioned higher-order intellectual achievement in terms of gaining “background and perspective” on the past, learning to “examine things from multiple points of view,” having to “think why certain events happen[ed] the way they did” and “to assess certain events, learning how to write a critical essay, examining “values and traditions,” and “open[ing my mind] up to think in a different way, to ask questions, [and] to look at the bigger picture.”</p>
	<p>His 2111: Book analysis project (analyzing behavior from a historical perspective) of Frederick Douglass’ biography.</p> <p>Results:87% scored at C-level or higher; benchmark was met. Showed that the perspective of slavery not being prevalent in the upper south was refuted by Douglass’ testimony; thus, students who believed otherwise before completing this assignment were presented with evidence to the contrary. Students with no opinion or knowledge of the topic prior to the assessment amended their view that slavery was as prevalent in the upper South as it was in the lower South.</p>
<p>POLS 1101: Students engaged in a political debate about the 2016 Republican and Democratic Party presidential candidates. This debate offered students the unique opportunity to work in groups, engage in research, enhance their speaking skills, write a paper, and acquire new information about the various candidates and their stances on the political issues.</p> <p>Results: The benchmark of 75% was exceeded.</p>	

EGSC CONDUCTS PERIODIC COMPREHENSIVE PROGRAM REVIEWS OF GENERAL EDUCATION AS REQUIRED BY USG AND BOR POLICY.

As required by USG and BOR policy, EGSC conducted a comprehensive program review of general education in January 2009. (See [EGSC Comprehensive Program Review – Gen Ed January 2009](#)). Subsequently, the EGSC President directed in 2017 that an additional comprehensive program review of general education be undertaken to comply with that policy. (See [Memo From EGSC President About Comprehensive Program Review 5 15 2017](#)). That comprehensive program review was undertaken in 2017. (See [EGSC Comprehensive Program Review Report Timelines 2017](#); also see [EGSC Comprehensive Program Review - Gen Ed 2016](#)). That comprehensive program review was then submitted by EGSC to the USG as required by its established procedures concerning comprehensive program review. (See [USG Comprehensive Program Review Reporting Instructions Dec 2016](#); also see [EGSC Comprehensive Program Review-Gen Ed Report to USG 2017](#)).

EGSC SEEKS IMPROVEMENT OF COLLEGIATE-LEVEL GENERAL EDUCATION COMPETENCIES BASED ON AN ANALYSIS OF RESULTS

EGSC has continually evaluated the results of its assessment of general education and sought improvement based on analysis of those results. Since one of the major initiatives of the USG is Complete College Georgia (CCG), and since EGSC is an associate degree dominant institution, a significant portion of that evaluation has taken place within the context of EGSC’s implementation of CCG. (See [EGSC CCG Campus Update Report 2015](#); See [EGSC CCG Campus Update Report 2016](#); See [EGSC CCG Campus Update Report 2017](#); See [EGSC CCG Campus Update Report 2018](#); See [EGSC CCG Campus Update Report 2019](#)

The following are key examples of significant changes which have taken place in general education at EGSC as a result of this ongoing analysis of assessment results.

1. Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

Beginning in the fall semester 2018, EGSC, in response to assessment results showing that many students did not pass College Algebra (MATH 1111), shifted the Area A math offerings from nearly 100% College Algebra to 66% Quantitative Skills and Reasoning (MATH 1001) and 34% as College Algebra. Specifically, students not in STEM majors were placed in the Quantitative Skills and Reasoning course, and STEM majors were placed in College Algebra. Co-requisite support courses in MATH 1111 and MATH 1001 were also included as part of each math course. The support courses met for one-hour per week and were taught by math instructors. The table below shows the success rates in MATH 1001 and MATH 1111 during AY 2018 and AY 2019 (Complete College Georgia 2019 Campus Plan Update). As a result of this change, all Area A math courses are now offered in the co-requisite model.

Semester	MATH 1111	MATH 1001
Fall 2017	51.1%	59.4%
Spring 2018	41.0%	41.3%
Fall 2018	60.1%	57.0%
Spring 2019	59.2%	47.3%

2. To improve students' academic success and retention rates, redesign core curriculum courses incorporating high-impact practices into the design components.

EGSC has identified core curriculum courses that have both high-enrollment and high rates of DFWIs. Thus, in response to the changing needs of the student body it serves and in support of increased student success in these courses, EGSC has redesigned or is in the process of redesigning Area A core courses. Specifically, one mathematics course, Quantitative Skills and Reasoning (MATH 1001), and two English courses, English Composition I (ENGL 1101) and English Composition II (ENGL 1102) have been selected for redesign. Related to student academic success using co-requisite model of instruction, the course redesigns are focused on integration of the subject to its utility in the lives of the students, implemented throughout a multi-year approach, and devised using evidence-based high-impact practices.

3. To help improve students' success, retention, and graduation rates, EGSC faculty are participating in four initiatives that are aligned with evidence-based best practices.

Faculty are devoting portions of their office hours to tutoring students in the Academic Center for Excellence (ACE). Supported by their deans and the Vice President of Academic and Student Affairs, faculty members are urged to dedicate a portion of their office hours in the ACE providing one-on-one or small group tutoring for students. The less stressful out-of-class environment, the direct, one-on-one tutoring experiences (best practice), and the easy accessibility of professors have provided opportunities for students to improve their academic success at EGSC. The table below outlines, by campus, how many faculty kept office hours in the ACE.

	Swainsboro	Statesboro	Augusta
AY 2018-2019	7	8	3
AY 2019-current	3	8	5

Faculty have been and are continuing to receive formal training on Mindset. The USG has sponsored Mindset training for faculty who wish to change the culture of learning in their classes. Also, for the past two years, EGSC has provided Mindset training to faculty during the Fall Faculty Workshops. The focus of the Mindset training is to teach faculty ways to redirect students' passive and immature ideas about learning into active and mature ideas about learning. Starting in the fall of 2020, participants in the USG Mindset meetings will receive training on how to change their own mindsets, in the effort to enhance students' academic experiences in the classroom. Students also receive Mindset training at the orientation sessions held prior to the start of academic terms.

Through intrusive advising (best practice) and using two-year degree completion plans (best practice), faculty are encouraging students to enroll in at least 15 credit-hours per semester. Since we know that effective academic advising greatly improves student retention, the College faculty and professional advising staff have begun using intrusive advising strategies. In short, the essence of intrusive advising is communication. Often, students will fail in college because they are not aware of college resources designed to assist them with academic or student services related difficulties. Intrusive advising clearly communicates to students what these sources of assistance are, and where the sources are housed on campus. The idea is that if students understand that they can get help and know exactly where to go to get it, they will persist and succeed in college. All faculty and professional advisors use the two-year degree plans for advising. These plans act as efficient roadmaps for students. They can easily see what courses they have completed, what courses they currently need, and what courses they still need to complete for graduation. The two-year plans help students to make sense (best practice) of the coming coursework in their academic paths. As part of EGSC's intrusive advising tactics, a professional advisor has been relocated to office space in the college residence hall. Acting as an academic coach, mentor, advisor, and source of information for students living in the residence halls, this advisor is in an excellent position to direct students to the appropriate source of assistance or be the source of assistance for students identified as at-risk of failing.

Select EGSC faculty, known as Faculty Champions, are participating in the USG Teaching and Learning Academies. With academy meetings occurring once per semester, the purpose of these academies is to teach faculty members how to study, learn, and apply evidence-based practices and engaging pedagogies to improve rates of student success, engagement, retention, and graduation. Each faculty champion has established a Learning Community of faculty members who routinely meet to discuss academic trends, assessment measures, and methods to improve student success. Currently, there are five Faculty Champions who are directing learning communities. The learning communities at EGSC are focused on using high-impact strategies such as Mindset, small changes, and flipped classrooms to improve the academic success of students.

In addition to the above major changes, changes have taken place in specific core courses as a result of this ongoing process of assessment of general education. Examples include:

MATH 1001

Implementation of a standardized MATH 1001 curriculum, the adoption of open source materials for MATH 1001, the implementation of math pathways that align with the ratio of STEM to non-STEM majors at EGSC and an eight week format which facilitates daily interactions between faculty and students and results in higher success rates. Early reports on these new strategies show promising results. Furthermore, the use of open source textbooks, especially in Area A Math, has saved our students over a quarter of a million dollars Fall 2018 semester (\$270,000.00).

BIOL 1107 and 1108:

Use of Mastering Biology to increase student knowledge, critical thinking, and engagement.

- Watch the following videos: cellular respiration, photosynthesis, carbon cycle
- Complete the following activities: Chemical Reactions and ATP, and ATP and Energy Standardization of the following lab about metabolism: enzymes and how they work, cellular respiration, and photosynthesis

CHEM 1211 and CHEM 1212:

- Linked videos to each lab posted on D2L that describe the technique(s) for that lab and/or the calculations needed for the lab so that the students will view these videos before lab and come into lab with a better understanding of what they will be doing.
- Developed new lab activities in CHEM 1211 and CHEM 1212 for the spring of 2019 focusing on the methods used to prepare graphs and interpret them.


















CHEM 2411 and CHEM 2412:




- Reduced the overall number of labs requiring full lab reports. The goal was that improvements would be seen with the second drafts and that the students' skills would improve on subsequent lab reports.

CONCLUSION

EGSC has identified expected student learning outcomes for collegiate-level general education competencies for all of its degree programs, has assessed the extent to which it has achieved those outcomes and has continually sought improvement based on analysis of the assessment results. All of EGSC's degree programs are undergraduate programs.

Sources

-  Board of Regents Policy Manual 3.3.1 Core Curriculum
-  EGC CPR Report General Education January 2009
-  EGSC AA Core Curriculum Program Assessment Report AY 2016 - AY 2018
-  EGSC AA Core Curriculum Program Assessment Report AY 2018-19
-  EGSC CCG Campus Update Report 2015
-  EGSC CCG Campus Update Report 2016
-  EGSC CCG Campus Update Report 2017
-  EGSC CCG Campus Update Report 2018
-  EGSC CCG Campus Update Report 2019
-  EGSC CPR Vehicle -AACC 2017
-  EGSC Comprehensive Program Review - Gen Ed 2016
-  EGSC Comprehensive Program Review Report Timelines 2017
-  EGSC Comprehensive Program Review-Gen Ed Report to USG 2017
-  EGSC Faculty Governance Reaffirmation of Gen Ed Outcomes 06-13-2019
-  EGSC Gen Ed Outcomes Approved 09 22 2011
-  EGSC Letter From USG Approving Gen Ed Outcomes 11-8-2011
-  Memo From EGSC President About Comprehensive Program Review 5 15 2017

-  USG ASA Handbook Core Curriculum 2.4.1 - 2.4.2
-  USG BOR Policy 3.3 Curriculum
-  USG Comprehensive Program Review Reporting Instructions Dec 2016

8.2.c**Student outcomes: Academic and Student Services**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- c. academic and student services that support student success.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success through an annual system of assessment reporting. Presented below, in Table 1, is a listing of EGSC administrative units. Table 1 corresponds to the [EGSC organization chart](#). Links to supporting departmental organization charts are embedded in Table 1. The last column in Table 1 indicates whether the assessment of a specific unit is addressed here or in response to *SACSCOC Principles Section 7.3 (Administrative effectiveness)*.

Table 1: EGSC Administrative Units (Positions created: AVPAA¹ July 2019)

Department	Unit	Unit Head Position	SACSCOC Principle
Academic Affairs	Vice President for Academic and Student Affairs	VPASA	7.3
	• Dean of Humanities/Social Sciences	Dean	7.3
	• Dean of Math/Natural Science	Dean	7.3
	• African American Male Initiative (AAMI)	Director	8.2.c
	• Center for Teaching and Learning	Director	8.2.c
	• eLearning (see IT below)	Director	8.2.c
	Associate Vice President for Academic Affairs ¹	AVPAA	7.3
	• Library	Director	8.2.c
	• Learning Commons	Director	8.2.c
	• CHOICE	Director	8.2.c
• Dual Enrollment	Coordinator	8.2.c	
Student Affairs	Vice President for Academic and Student Affairs	VPASA	7.3
	• Housing	Director	8.2.c
	• Military Resource Center	Coordinator	8.2.c
	• Student Conduct	Director	8.2.c
	• Student Life	Director	8.2.c
	• Counseling & Disability Services	Director	8.2.c
	Associate Vice President for Enrollment Mgmt.	AVPEM	7.3
	• Admissions	Director	8.2.c
	• Financial Aid	Director	8.2.c
	• Registrar	Registrar	8.2.c
Athletics	Athletics Director	Director	8.2.c

Table 1: EGSC Administrative Units (concluded)**(Positions created: ISO² July 2018; AVPEA³ May 2019;)**

Department	Unit	Unit Head Position	SACSCOC Principle
<u>Business Affairs</u>	Vice President for Business Affairs	VPBA	7.3
	• Dining Services	Director	7.3
	• Plant Operations	Director	7.3
	• Financial Accounting/Grants	Director	7.3
	• Human Resources	Director	7.3
	• Student Accounts/Payroll	Director	7.3
EGSC Augusta	Associate Vice President for External Campuses	AVPEC	7.3
EGSC Statesboro	• Director of EGSC Statesboro	Director	7.3
<u>Information Technology</u>	Vice President for Information Technology	VPIT	7.3
	• Database Administration	Administrator	7.3
	• eLearning (see AA above)	Director	8.2.c
	• Enterprise Services	Manager	7.3
	• Infrastructure Services	Manager	7.3
	• Support Services	Manager	7.3
	• Information Security Officer ²	IT Security Specialist	7.3
• Web Services (see IA below)	Web Services Specialist	7.3	
<u>Institutional Advancement</u>	Vice President for Institutional Advancement	VPIA	7.3
	• Fulford Center	Director	7.3
	• Georgia Youth Science and Tech Center	Coordinator	7.3
	• Alumni Services	Coordinator	7.3
	• Web Services (see IT above)	Web Services Specialist	7.3
	• Event Planning/Facilities Scheduling	Director	7.3
<u>Public Safety</u>	Police Department	Director/Police Chief	8.2.c
<u>President of the College</u>	Associate Vice President for Executive Affairs ³	AVPEA	7.3
	Chief of Staff & Legal Counsel	Chief of Staff	7.3
	Strategic Planning & Institutional Research	Director	7.3
	Title IX	Coordinator	8.2.c

EGSC uses the following planning and reporting templates to guide administrative units in assessing the accomplishment of unit goals and how the unit goals contribute to institutional goals within the context of the College's strategic planning process. Presented below, in Table 2, is The EGSC Administrative Assessment Data Maintenance and Collection Plan template used to define the appropriate assessment measures for each administrative unit and the sources of assessment data.

Table 2: EGSC Administrative Assessment Data Maintenance and Collection Plan Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Data Definition (Define each measure so there is no ambiguity about the meaning of your measure.)	Data Source (State the specific source of the data. Indicate whether the source is publicly available through Argos or is internal to your unit.)
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Presented below, in Table 3, is an assessment planning template used to guide the annual analysis of assessment results and changes made in response to those results.

Table 3: EGSC Administrative Plan for Annual Analysis of Assessment Results Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures to be used to determine whether each outcome has been attained)	Person Responsible for Analysis (List by title, not name, the individual responsible to analyze assessment of that outcome and present recommendations for change if needed.)	Process to be used to Make Decisions about Changes Needed (Describe briefly the process your unit will use to determine the specific changes to be made.)
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At the conclusion of each fiscal year on June 30th, the College’s administrative units submit assessment reports summarizing assessment results by appropriate measures and specifying any changes necessary to meet goals. The template for the administrative annual report is presented below in Table 4.

Table 4: EGSC Administrative Annual Report of Assessment Results and Changes Implemented Template

Outcome (List each outcome in your plan)	Measures (List the specific quantifiable measures actually used to determine whether each outcome has been attained)	Assessment Results (Summarize assessment results for each measure.)	Action Needed (Describe specific changes to be made and the timeline for implementing.)
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Presented in Tables 5 through 21 below are sample excerpts from FY 2017-18 and FY 2018-19 administrative unit assessment reports for the administrative units addressed in this narrative. These excerpts will provide examples of how the EGSC academic and student service units promote student success outcomes. Links to the administrative unit assessment plans and annual reports for these units are listed in Table 22. As identified in Table 1 above, Assessment plans and reports for EGSC administrative units not addressed here are presented in response to Section 7.3 (Administrative effectiveness).

As discussed in 7.1 of this Compliance Certification, assessment results are integrated with strategic planning for EGSC. As discussed in Section 7.1, an annual strategic planning meeting takes place to revise and update the college’s rolling three-year strategic plan. The results of annual assessments are utilized by each of the Cabinet members participating in the annual

strategic retreat to determine how strategies in the plan and the targets associated with each plan should be modified.

Sample Excerpts from EGSC Academic and Student Service Unit Assessment Reports

Table 5: Academic Affairs – African American Male Initiative (AAMI)

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Maintain AAMI Mentor/Mentee 1,000 contacts per academic year	Weekly one-to-one contacts with mentees and mentors	Fall 2017 reported 114 contacts which resulted in 39.62 hours. Spring 2018 reported 59 contacts which resulted in 19.25 hours. There were many more contacts, but they were not recorded because there was a decrease in mentors and changes in personnel that caused a dramatic drop in recordings and one-to-one contacts.	During the fall and spring semesters, the AAMI Director and Coordinators will begin doing weekly checks to ensure faculty/ staff mentors are recording one-to-one contacts in the online tracking system.
FY 2018-2019	Maintain AAMI Mentor-Mentee 1,000 contacts per academic year	Weekly one-to-one contacts with mentees and mentors	Fall 2018: 180 One-on-One Meets Duration: 2,560 minutes Spring 2019: 85 One-on-One Meets Duration: 2,010 minutes	Although AAMI did not have 1000 contacts we logged over 4500 minutes for the year. Therefore, the AAMI Leadership Team will meet to adjust this metric for AY2019-2020.

Table 6: Academic Affairs – Center for Teaching and Learning (CTL)

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Faculty will participate in monthly workshops offered by the Center for Teaching and Learning (CTL) to promote their pedagogy and professional development.	Attendance records at fall workshops kept by the Coordinator of the Center for Teaching and Learning (CTL)	In fall 2017, nine topic-specific workshops and one Lunch and Learn were offered. In spring 2018, nine topic-specific workshops, 2 Lunch and Learns, and 10 D2L/GradesFirst (GF) workshops were offered. The most attended workshop was on grants, with approximately 25 attendees. Other workshops (which included all campuses via Zoom or Polycom) had three-five attendees on average.	Consult with the VPASA on preferred topics; then, develop a robust schedule of workshops. Continue to offer D2L/GF training via Zoom at rotating times during fall 2018 – summer 2019. Publish schedule of semester’s workshops in January and August. Continue to keep attendance records. Encourage deans to promote use of CTL workshops for faculty development.
FY 2018-2019	ALG (Affordable Learning Georgia) Textbook Transformation	Number of faculty participating	Center for Excellence in Teaching and Learning (CETL) director obtained a ALG grant for HIST 1112. Grants were awarded also to other faculty for political science and psychology	Continue encouraging faculty to obtain ALG grants.

Table 7: Academic Affairs – eLearning

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Faculty will participate in training workshops offered each fall for D2L (learning management system or LMS), GradesFirst (early alert system), and Banner Web (records system)	Attendance records at fall workshops kept by the Coordinator of the Center for Teaching and Learning (CTL)	12 faculty members attended an all-day workshop held a week before the beginning of classes in Fall 2017. During Spring 2018, approximately 10 group or individual workshops (reaching about 20 faculty members) were held online via Zoom, a free meeting software app. Topics related directly to D2L, GradesFirst, and/or Banner Web.	Continue to offer workshops via Zoom at rotating times during Fall 2018 – Summer 2019, 3-5 times per month or by appointment. Purchase full Zoom product rather than free version. Workshop signups will be posted to each school (a code is required to “enter” the Zoom online classroom). Continue to keep attendance records. Encourage deans to promote the use of these resources.
FY 2018-2019	Student success in online courses will show an increase from academic year 2017-18 to 2018-19.	RPG rates measured in the following semesters: Fall 17, Spring 18, Summer 18, Fall 18, Spring 19, Summer 19 (pending). eCore is not included.	Student Success Rate (ABC Grades): Fall 2018: 63.5% Fall 2017: 56.9% Spring 2019: 63.8% Spring 2018: 71.2% Data source: Argos, Academics, course success trends	Continue to offer faculty support and training in best practices of online teaching. An updated best practices document for online teaching is sent out in August and January to faculty members, with a copy being housed in each academic school.

Table 8: Academic Affairs – Library

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Achieve a high level of customer service satisfaction.	Survey patrons to determine if the Library is meeting their needs.	Survey of patrons was created with the intention of distributing it to them in Fall of 2018.	The survey was created in July 2018 and will be distributed to Library patrons in October 2018.
FY 2018-2019	Ensure that students are receiving the appropriate information literacy instruction and guidance based on the ACRL Standards of Information Literacy, as well as, the objectives for the session developed through guidance by the ACRL Framework for Information Literacy for Higher Education.	Assess information literacy sessions for student comprehension.	Students were assessed through formal assessment at the end of each session using Socrative. Students showed an understanding of the information presented and felt engaged in the lessons.	SurveyMonkey, Socrative, or Google Forms will be used after every instruction session to determine if the students are able to identify the main points/objective of the session and display an understanding and application of the concepts presented.

Table 9: Academic Affairs – Learning Commons

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Increase overall student success rates.	<p>1. Based on pass/fail and W, I rate of students utilizing the ACE services.</p> <p>2. Success rates of students attending Learning Communities within the ACE</p>	<p>1. Swainsboro ACE Overall Student Success Rate: 72%</p> <ul style="list-style-type: none"> · Learning Community success rates are unable to be calculated, lack of accurate data. <p>2. Statesboro ACE Overall Student Success Rate: 74%</p> <ul style="list-style-type: none"> · Learning Community success rates are unable to be calculated, lack of accurate data. <p>3. Augusta ACE Overall Student Success Rate: (83%) Learning Community not piloted in Augusta.</p>	<p>1. Add additional ACE education programs: supplemental instruction, implementing Fall 2018</p> <p>2. Improve in Learning Community check-in accuracy and reporting. Implementing in Fall 2018.</p>
FY 2018-2019	Increase overall student success rates.	<p>1. Based on pass/fail and W, I rate of students utilizing the ACE services.</p> <p>2. Success rates of students attending ACE Academy workshops within the ACE</p>	<p>Swainsboro ACE Overall Student Success Rate: 69%</p> <p>Statesboro ACE Overall Student Success Rate: 76.6%</p> <p>Augusta ACE Overall Student Success Rate: (67%)</p>	<p>Was unable to calculate ACE Academy success rates. Will improve ACE Academy check-in accuracy and reporting.</p>

Table 10: Academic Affairs – CHOICE

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Facilitate quality academic access for students with intellectual and developmental disabilities.	Total number of program students enrolled in courses that are attended by students without disabilities per academic year: 1. In noncredit-bearing, non-degree courses 2. Audit academic courses 3. Credit bearing courses when aligned with the student’s postsecondary plans 4. Accessing existing courses compared to courses designed only for students with intellectual disabilities 5. Personal, academic and career goals as established through person-centered planning	Data, identified using the standards listed in this report, will be collected by the program director and input into the Inclusive Higher Education Assessment Tool. Once data is submitted, the system evaluates responses based on standard specific areas and generates an improvement plan with suggested next step actions. This plan will be reviewed and discussed with appropriate program and administrative staff, advisory team and other stakeholders. Team will determine resources to support next step actions for the upcoming academic year.	Increase number of credit bearing/audit courses offered by the institution program that students enroll in that are attended by students without disabilities when aligned with the student’s postsecondary plans per academic year.

Table 10: Academic Affairs – CHOICE (concluded)

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2018-2019	Facilitate the development of self-determination in students with intellectual disabilities.	Total number of Person-Centered Plans (PCP) completed by end of initial semester. The PCP is a reflect of interests and desires as indicated by participant and support individuals identified by participant. Plans reviewed two times a semester and modified as needed to reflect changes in student interests and preferences. Adherence to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) and student control over how parents are involved with their experience by maintaining documentation of signed or unsigned FERPA in records of participants.	Fall 2018 100% (22 plans) at initial creation then reviewed at the end of Fall Semester 2018.	Program students to participate in Self Determination evaluation pre- and post-academic year. Offer opportunities for students to develop self-determination skills. Continue student led Person Centered Planning.

Table 11: Academic Affairs – Dual Enrollment

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Maintain Dual Enrollment student success rates of 90% or better	Dual Enrollment success rates from Summer 2017 through Spring 2018 will be averaged and compared to Summer 2018 through Spring 2019 average.	The average success rate for FY 2016-2017 was compared to the average success rate for FY 2017-2018 of 95.4% Both averages are within the 90% range and meet the goal.	Although the we maintained our goal of 90% or better, we do see a trend of the success rates lowering as more students take advantage of the dual enrollment programs. We will increase efforts to encourage students to use the academic resources available to them, such as the Academic Center for Excellence.
FY 2018-2019	Maintain Dual Enrollment student success rates of 90% or better	Dual Enrollment success rates from Summer 2017 through Spring 2018 will be averaged and compared to the Summer 2018 through Spring 2019 average.	The average success rate for FY 2017-2018 was 95.4% compared to the average success rate for FY 2018-2019 of 94.4%. Both averages are within the 90% range and meet the goal.	Even though goal was met we did see decrease in success rate average from FY 2017-2018 to FY 2018-2019. Additional emphasis on utilizing available resources and additional follow-up with instructor driven alerts will be used to facilitate continued success.

Table 12: Student Affairs – Housing

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	First Time Full Time (FTFT) students who reside on campus will demonstrate higher cumulative GPAs than comparable commuter students.	Collect and analyze cumulative GPAs for students in these groups.	The cumulative housing student GPA average has been steadily dropping over the past three years. (1.96, 1.74, and 1.67 respectively). In comparing these figures with comparable commuter students, the commuter population earned average GPAs of (2.45, 2.51, and 2.56 respectively) we can see that there is a large disparity between commuters and residents and that the gap is increasing. Because of this, we will be amending our assessment outcome to be more realistic moving forward.	To address the achievement gap, Housing staff members will work closely with academic affairs via the retention and success committee to identify ways we can better assist our students in being academically successful. This will include establishment of supplemental instruction, learning support courses, dedicated tutoring, and counseling support for residential students. Implement by August 1, 2018
FY 2018-2019	90% of residential students will agree or strongly agree that their resident assistant contributed to their overall student success.	Quality of Life Student Satisfaction Survey	We met this goal related to communication, information sharing, and approachability, but can improve in the areas of creating a welcoming environment and shaping student programming to be more considerate of student needs and expectations.	Take specific action during RA training to emphasize the importance of community building and identify ways we can create compensatory activities that specifically target RA engagement and community building toward creating a more welcoming environment.

Table 13: Student Affairs – Military Resource Center

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Build relationship with military students through regular email and phone communication	Monthly communication will consist of emails and phone calls with information pulled through Argos	Ensure data in Argos is valid to allow for communication with students	MRC will have monthly communication with military students
FY 2018-2019	Build Argos dashboard that encompasses all military and dependent students regardless of military benefit utilization	Once changes in Argos are made, add military attribute to a student not utilizing benefits in SGASADD and verify population in dashboard.	Ensure data in Argos is valid and counts all military and dependent students, if they are utilizing military benefits or not.	Work with IT to create dashboard, verify results and make changes as needed to create dashboard encompassing all military affiliated students.

Table 14: Student Affairs – Student Conduct

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	EGSC Hearing Panel, Judicial Committee, Appeals Committee members will be trained on the Code of Conduct and Disciplinary process.	Surveys will be conducted by the Director of Student Conduct available to all students and hearing members.	Training dates scheduled every semester. Survey summary attached. Training dates and attendees attached.	Survey results recommends EGSC Police attend hearings.
FY 2018-2019	EGSC students, faculty, and staff will be educated on the Code of Conduct and disciplinary process.	Director of Student Conduct will provide monthly key indicators reflecting referrals and outcomes.	Monthly indicators (numbers) reflect summary of referrals and results made to the Student Conduct Office.	Code of Conduct presentation necessary for the commuter population. Reach out to the EGSC organizations and faculty regarding class presentation for Fall 2019 and Spring 2020

Table 15: Student Affairs – Student Life

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Provide EGSC students with a wide array of events, activities and engagement opportunities that enrich the college students experiences.	Director of Student Life used key indicators on a monthly basis that showed the number of activities/events that were offered each month.	Director of Student Life offered more educational, entertainment, and community activities for the students. This resulted in a higher participation rate.	Director will make sure all student programs are being counted by keeping a running list of all events.
FY 2018-2019	Develop leadership and developmental opportunities for students through SGA, Ambassadors and Clubs/Organizations.	The Office of Student Life provided opportunities for students to give verbal feedback for the quality of opportunities presented.	Students attended leadership training offered through Student Life. After the trainings, students were able provide feedback that they learned some skills but would like more opportunities to improve leadership skills.	Student Life, along with other EGSC Administration, will provide outside resources and opportunities for advanced leadership training and opportunities.

Table 16: Student Affairs – Counseling and Disability Services

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Report not submitted due to position vacancy.			
FY 2018-2019	To increase the number of students receiving counseling services.	The number of students who received counseling services during the 2018-2019 academic year.	76 students received counseling services during the 2018- 2019 academic year.	Staff from the Office of Counseling and Disability Services educated students on how to access the counseling services available using the following interventions: A counselor provided education on counseling services at each orientation session throughout the academic year. A counselor provided education to students in the First Year Experience Class (CATS Class) about counseling services during Fall and Spring Semesters. A counselor was available in each residence hall for 2 hours per week to educate students about counseling services.

Table 17: Student Affairs – Admissions

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Increase focused recruitment trips to ensure high recruitment numbers from the focus areas.	Applicants will be tracked to determine how they learned about EGSC.	The number of applicants have increased in some of the focused counties as reflected in the applications by county report.	A full-time recruiter has been added to the EGSC Statesboro site to increase focused recruitment in that area. Recruitment practices are being analyzed and refocused.
FY 2018-2019	Increase application conversion rate.	Compare previous fall conversion rate of new student applications to upcoming fall term to positively impact new student enrollment numbers by 2%. Current conversion rate is at 48%.	Conversion rates will be compared from year to year.	Processing has been streamlined more effectively to increase productivity.

Table 18: Student Affairs – Financial Aid

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Decrease Cohort Default Rate (CDR) to 22%	Annual Cohort Default Rate increase number FA workshops decrease number loans by 2%	CDR reduced to 15% for COHORT 2015 8 Financial Aid Workshop presented Reduced the number of loans awarded from 1617 to 1718 by 11%. Reduced the dollar amount of loans paid from 1617 to 1718 by 11%.	Continue monitoring and providing individual financial aid counseling to students.
FY 2018-2019	Increase the Financial Aid application conversion rate	Decrease number of FA students dropped for non-payment Increase communications to students Decrease time from acceptance to award	The results show that the number of students dropped for non-payment increased from fall 2017 to fall 2018. Student communications increased by 33%. The number of phone contacts doubled. Sent FATV video twice a semester.	We have implemented Campuslogic which guides students through the verification process.

Table 19: Student Affairs – Registrar

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Continue to maintain point-in-time (PIT) enrollment data.	Enrollment reports are prepared on standardized dates for email distribution and on the monthly data provided to the VPASA.	Enrollment reports have continued to be run for designated events and stored in the Registrar's office.	Enrollment data is now being captured daily to satisfy the needs of PIT comparisons from previous enrollment periods. The Registrar's office will create a way to automatically save PIT data as it is being pulled and saved manually by Records office.
FY 2018-2019	Increase number of tuition waivers by 2% through increased website visibility and better communication with newly admitted students.	Waivers are managed/tracked using an excel spreadsheet	For Fall 2019 the Registrar's office has created new and more efficient spreadsheets to track waiver requests received by students.	Waiver requests are still tracked manually; however, we have improved the process of tracking that will allow for a more accurate outcome

Table 20: Athletics

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	Community involvement by way of speaking at local clubs, middle schools, high schools, civic events, and Special Olympics.	Head Coaches of each team and Athletic Director speaking and visiting clubs and community involvement, along with involving each sports team in events.	Attended over 30 local school, civic and community events.	Continue to promote EGSC Athletics and the Bobcat Logo by attending and speaking to different community groups and leader. Goal 50 events.
FY 2018-2019	Fundraising by use of Mobile Cause, Web Sponsors, Camps, Mailouts.	Dollar amounts raised each year in comparison to previous years	Over \$25,000	Increase the number of camps for each sports team, along with reaching a goal of \$50,000 raised each year from camps, donations, and lift-a-thons.

Table 21: Police Department

Report Year	Outcome	Measures	Assessment Results	Action Needed
FY 2017-2018	To provide services that contribute to the preservation of life, protection of property, and the safety of the college community	The crime rate has been reduced by 3% a	The crime rate has decreased 54.84% from the previous year.	Continue to reduce the crime rate
FY 2018-2019	To provide services that contribute to preservation of life, protection of property, and the safety of the college community	The crime rate has been reduced by 5%	The crime rate has decreased 36.84% from the previous year.	Continue to reduce the crime rate

Listed in Table 22 are links to the assessment plans and reports for each EGSC academic and student service unit.

Table 22: Links to Academic and Student Service Unit Assessment Plans and Annual Reports

Academic and Student Service Unit Assessment	Plan for Data Maintenance	Plan for Annual Analysis	FY 2017-2018 Report	FY 2018-2019 Report
African American Male Initiative	Data Plan	Analysis Plan	Report	Report
eLearning (Distance Ed)	Data Plan	Analysis Plan	Report	Report
Library	Data Plan	Analysis Plan	Report	Report
Learning Commons	Data Plan	Analysis Plan	Report	Report
CHOICE	Data Plan	Analysis Plan	Report	Report
Dual Enrollment	Data Plan	Analysis Plan	Report	Report
Housing	Data Plan	Analysis Plan	Report	Report
Military Resource Center	Data Plan	Analysis Plan	Report	Report
Student Conduct	Data Plan	Analysis Plan	Report	Report
Student Life	Data Plan	Analysis Plan	Report	Report
Counseling & Disability Services	Data Plan	Analysis Plan		Report
Admissions	Data Plan	Analysis Plan	Report	Report
Financial Aid	Data Plan	Analysis Plan	Report	Report
Registrar	Data Plan	Analysis Plan	Report	Report
Athletics	Data Plan	Analysis Plan	Report	Report
Police Department	Data Plan	Analysis Plan	Report	Report
Title IX	Data Plan	Analysis Plan	N/A	

**EXAMPLES OF ACTIONS TAKEN BASED ON ASSESSMENT OF
ADMINISTRATIVE SUPPORT SERVICES**

Presented in Table 23 below are examples of actions for improvement based on the assessment of administrative support services.





































Table 23: Examples of Actions Taken to Improve Student Outcomes by Academic and Student Services

Academic Affairs	EGSC implemented Momentum Year initiatives that have focused students to pursue academic success, beginning with a comprehensive orientation, developing a growth mindset, completing basic skill courses earlier, choosing an appropriate major, pursuing plans to complete an associate degree within two years by taking full loads through increasingly flexible course scheduling.
Student Affairs	As an open access institution, EGSC strives to serve all students that choose to pursue their education at the college. EGSC is disproportionately chosen by the most challenged students that need financial aid and/or have weak previous academic preparation. As a result, the college prioritizes supporting these students as they work toward degree completion via student assistance provided in the EGSC Academic Center of Excellence (ACE) These include support courses, mini-session offerings, and advising.
Athletics	Consistent with East Georgia State College's mission, the Department of Athletics provides student-athletes with opportunities for success in Georgia Collegiate Athletic Association/National Junior College Athletic Association (GCAA/NJCAA) Division I athletics while supporting their personal growth as students, citizens, and future leaders. EGSC Athletics fosters a philosophy for all student-athletes of student first emphasizing academic and classroom success before on the field or court successes. As a highly visible College resource, Athletics endeavors to sustain, develop, and advance community relations and the College's mission of outreach and regional engagement.
Information Technology	To enhance student success as it relates to students' utilization of the college's web site, the college's Information Technology unit implemented Site Improve software. Each week, the software automatically scans the nearly 1,500 web pages that make up the college's web site. The software checks the web pages for issues such as broken web links and misspelled words. For the most recent annual assessment, the Site Improve software identified and resolved 231 broken web links and 475 misspelled words. This automated process helps to ensure the college's web site successfully supports and meets the needs of students.
Public Safety	Public Safety will continue to improve campus security to ensure all students are able to focus on academic learning and personal success.
President's Office	To promote a safe learning environment in which all students thrive, EGSC hired (September 2019) the College's first full-time Title IX Coordinator. The Title IX Coordinator reports directly to the President of the College.








CONCLUSION

Each EGSC academic and student support services unit identifies expected outcomes of its support services in writing. The measures used to determine success of outcomes are also gathered. Each unit reports annually on the extent to which those outcomes have been achieved and actions needed, based on analysis of those results. As demonstrated by the examples above, improvements have been designed based on this assessment process.

Sources

-  EGSC AA AAMI Annual Assessment Report FY 2017- 2018
-  EGSC AA AAMI Annual Assessment Report FY 2018-19
-  EGSC AA AAMI Data Maintenance Collection Plan
-  EGSC AA AAMI Plan for Annual Analysis of Assessment Results
-  EGSC AA CHOICE Annual Assessment Report FY 2017-18
-  EGSC AA CHOICE Annual Assessment Report FY 2018-19
-  EGSC AA CHOICE Data Maintenance Collection Plan
-  EGSC AA CHOICE Plan for Annual Analysis of Assessment Results
-  EGSC AA CTL Annual Assessment Report FY 2017-18
-  EGSC AA CTL Data Maintenance Collection Plan
-  EGSC AA CTL Plan for Annual Analysis of Assessment Results
-  EGSC AA Distance Ed & CTL Annual Assessment Report AY 2018-19
-  EGSC AA Distance Ed Annual Assessment Report FY 2018-19
-  EGSC AA Distance Ed Data Maintenance Collection Plan
-  EGSC AA Distance Ed Plan for Annual Analysis of Assessment Results
-  EGSC AA Dual Enrollment Annual Assessment Report FY 2017-18
-  EGSC AA Dual Enrollment Annual Assessment Report FY 2018-19
-  EGSC AA Dual Enrollment Assessment Data Maintenance Collection Plan
-  EGSC AA Dual Enrollment Plan for Annual Analysis of Assessment Results
-  EGSC AA Learning Commons Annual Assessment Report FY 2017 - 2018
-  EGSC AA Learning Commons Annual Assessment Report FY 2018-19
-  EGSC AA Learning Commons Assessment Data Maintenance Collection Plan
-  EGSC AA Learning Commons Plan for Annual Analysis of Assessment Results
-  EGSC AA Library Annual Assessment Report FY 2017-18
-  EGSC AA Library Annual Assessment Report FY 2018-19
-  EGSC AA Library Data Maintenance Collection Plan
-  EGSC AA Library Plan for Annual Analysis of Assessment Results
-  EGSC AA eLearning Annual Assessment Report FY 2017-18
-  EGSC Academic Affairs Organizational Chart CAB 2-6-20
-  EGSC Administrative Annual Assessment Report eLearning FY 2017-18
-  EGSC Athletics Annual Assessment Report FY 2017-18
-  EGSC Athletics Annual Assessment Report FY 2018-19
-  EGSC Athletics Data Maintenance Collection Plan
-  EGSC Athletics Organizational Chart CAB 1-27-20
-  EGSC Athletics Plan for Annual Analysis of Assessment Results
-  EGSC Business Affairs Org Chart as of 2 1 2020

-  EGSC External Campus Organizational Chart CAB 2-6-20
-  EGSC Information Technology Organizational Chart CAB 1-27-20
-  EGSC Institutional Advancement Organizational Chart CAB 1-27-20
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC PO Title IX Data Maintenance Collection Plan
-  EGSC PO Title IX Plan for Annual Analysis of Assessment Results
-  EGSC Police Department Organizational Chart CAB 1-27-20
-  EGSC Public Safety Annual Assessment Report FY 2017-18
-  EGSC Public Safety Assessment Report FY 2018-19
-  EGSC Public Safety Data Maintenance Collection Plan
-  EGSC Public Safety Plan for Annual Analysis of Assessment Results
-  EGSC SA AAMI Annual Assessment Report FY 2017-18
-  EGSC SA Admissions Annual Assessment Report FY 2017-18
-  EGSC SA Admissions Annual Assessment Report FY 2018-19
-  EGSC SA Admissions Data Maintenance Collection Plan
-  EGSC SA Admissions Plan for Annual Analysis of Assessment Results
-  EGSC SA Counseling & Disability Services Annual Assessment Report FY 2019-20
-  EGSC SA Counseling & Disability Services Data Maintenance Collection Plan
-  EGSC SA Counseling & Disability Services Plan for Annual Analysis of Assessment Results
- Results
-  EGSC SA Financial Aid Annual Assessment Report FY 2017-18
-  EGSC SA Financial Aid Annual Assessment Report FY 2018-19
-  EGSC SA Financial Aid Data Maintenance Collection Plan
-  EGSC SA Financial Aid Plan for Annual Analysis of Assessment Results
-  EGSC SA Housing Annual Assessment Report FY 2017-18
-  EGSC SA Housing Annual Assessment Report FY 2018-19
-  EGSC SA Housing Data Maintenance & Collection Plan
-  EGSC SA Housing Plan for Annual Analysis of Assessment Results
-  EGSC SA Military Resource Center Annual Assessment Report FY 2017-18
-  EGSC SA Military Resource Center Annual Assessment Report FY 2018-19
-  EGSC SA Military Resource Center Data Maintenance Collection Plan
-  EGSC SA Military Resource Center Plan for Annual Analysis of Assessment Results
-  EGSC SA Registrar Annual Assessment Report FY 2017-18
-  EGSC SA Registrar Annual Assessment Report FY 2018-19
-  EGSC SA Registrar Data Maintenance Collection Plan 2017-18
-  EGSC SA Registrar Plan for Annual Analysis of Assessment Results
-  EGSC SA Student Conduct Annual Assessment Report 2017-18
-  EGSC SA Student Conduct Annual Assessment Report 2018-19

-  EGSC SA Student Conduct Data Maintenance Collection Plan
-  EGSC SA Student Conduct Plan for Annual Analysis of Assessment Results
-  EGSC SA Student Life Annual Assessment Report FY 2017-18
-  EGSC SA Student Life Annual Assessment Report FY 2018-19
-  EGSC SA Student Life Data Maintenance Collection Plan
-  EGSC SA Student Life Plan for Annual Analysis of Assessment Results
-  EGSC Student Affairs Organizational Chart CAB 2-6-20

9.1

Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) currently offers fifteen associate degrees with disciplinary distinction, one associate of arts in core curriculum, three bachelor degrees, and one certificate of less than one year. All programs embody a coherent course of study, are compatible with EGSC's stated mission and institutional goals, and are based on fields of study appropriate to higher education. (See [SACS COC Institutional Summary Form prepared for Commission Reviews](#))

EGSC is a member institution of the University System of Georgia (USG). USG Policy requires that a record of all degrees offered by a USG institution be listed in the USG's database of Degrees and Majors. (See [USG Academic Affairs & Student Handbook, Section 2.3.1](#)) All of EGSC's academic programs are listed in that database. (See [USG Degrees and Majors Authorized Database](#))

ALL EGSC EDUCATIONAL PROGRAMS EMBODY A COHERENT COURSE OF STUDY

USG Process for Review of Proposed Degree Programs

The policy of the Board of Regents (BOR) of the USG about new degree programs requires advance review and approval by the BOR of all new degree programs.

"New degree programs to include nexus, associate, bachelor's, master's, and doctoral degrees shall not be added to curricula of a University System of Georgia (USG) institution unless recommended by the President of the institution and the Chancellor and approved by the Board of Regents..."

(See [BOR Policy 3.6 Creation & Elimination of Academic Programs](#))

Further, the USG establishes standards for all new degree programs at all levels. (See [USG Academic Affairs and Student Handbook, Section 2.3.2](#))

These policies of the BOR and the USG, and the corresponding rigorous review process, ensure that any degree program approved by the BOR embodies a coherent course of study. In carrying out this rigorous review process, the Academic Affairs Division of the USG is supported by a series of Academic Advising Committees organized by academic disciplines. The members of these committees are faculty and academic administrators who are subject matter experts in each discipline. (See [USG Academic Affairs Division Webpage, Advisory Committees](#))

As stated on the webpage of the Academic Affairs Division of the USG:

"...Academic program implementation will follow the model of a responsible culture that uses review and assessment to develop procedures that benefit students, faculty, and administrators while working as a unified system of educational opportunity. The

development of academic programs comes with attendant foci and measures of accountability that collectively promote access to degree and course opportunities to a wide and diverse populace..."

(See [USG Academic Programs "About Us" Mission Statement](#))

USG Academic Program Approvals of EGSC Programs

EGSC's academic programs have each been approved by the BOR after undergoing the above rigorous advance review by the USG Academic Affairs Division. See EGSC Proposals to the USG and Approval Letters from the USG for each of EGSC's three bachelor's degree programs:

- [Bachelor of Science in Biology Proposal and USG Approval Letter](#)
- [Bachelor of Art in Fire and Emergency Services Administration Proposal and USG Approval](#)
- [Bachelor of Science in Nursing Bridge Program Proposal and USG Approval Letter](#)

Table 1 : EGSC Associate Degrees with Disciplinary Distinction USG Approval

EGSC Associate Degrees with Disciplinary Distinction	USG Approval
Associate of Arts in Art	8/17/16
Associate of Arts in Communication Arts	4/14/17
Associate of Arts in Criminal Justice	8/17/16
Associate of Arts in Early Childhood Education now known as Elementary Education	5/18/17
Associate of Arts in English I	8/17/16
Associate of Arts in Fire and Emergency Services Administration	3/2/17
Associate of Arts in History	8/17/16
Associate of Arts in Political Science	8/17/16
Associate of Arts in Psychology	8/17/16
Associate of Arts in Sociology	8/17/16
Associate of Science in Biology	8/17/16
Associate of Science in Business Administration	8/17/16
Associate of Science in Chemistry	8/17/16
Associate of Science in Mathematics	8/17/16
Associate of Science in Recreation	8/17/16

EGSC's first bachelor's degree was a Bachelor of Science in Biology (See above). Following approval of that degree by the USG, SACSCOC granted EGSC membership at Level II offering the Bachelor of Science in Biology in December 2011. In July 2013, following a successful on-site peer review, the College's accreditation was continued with no additional report requested. (See [SACSCOC EGSC Level II Approved 7-10-2013](#).) In February 2016, SACSCOC informed EGSC that the Board of Trustees had approved the College's second baccalaureate program, the Bachelor of Arts with a major in Fire and Emergency Services Administration (See [SACSCOC EGSC FESA BA Approved 2-2-2016](#)). In March 2017, the College was informed that the SACSCOC Board of Trustees had approved the Bachelor of Science in Nursing RN to BSN Bridge program. (See [SACSCOC EGSC RN to BSN Approved 7-3-2018](#))

EGSC Governance Approvals of Academic Programs

Prior to the above USG approval process, all EGSC degree programs are reviewed and approved through EGSC faculty governance. (See EGSC Statutes, Article V, Section A1 concerning the Academic Policies and Curriculum Committee; See EGSC Faculty Senate Bylaws, Section III, 2.1.1, Academic Policies and Curriculum Committee)

See Proposals to the EGSC Academic Policies and Curriculum Committee/Faculty Senate for each of EGSC's three bachelor's degree programs.

- Bachelor of Science in Biology Proposal and Approval by EGSC Governance
- Bachelor of Arts in Fire and Emergency Services Administration Proposal and Approval by EGSC Governance
- Bachelor of Science in Nursing RN-BSN Bridge Proposal and Approval by EGSC Governance

See Proposals to and approvals by the EGSC Academic Policies and Curriculum Committee and Faculty Senate for each of EGSC's associate degrees with disciplinary distinction:

Associate of Arts in Art Proposal and Approval by EGSC Governance

Associate of Arts in Communication Arts Proposal and Approval by EGSC Governance

Associate of Arts in Criminal Justice Proposal and Approval by EGSC Governance

Associate of Arts in Teacher Education now known as Elementary Education*

Associate of Arts in English Proposal and Approval by EGSC Governance

Associate of Arts in Fire and Emergency Services Administration Proposal and Approval by EGSC Governance

Associate of Arts in History Proposal and Approval by EGSC Governance

Associate of Arts in Political Science Proposal and Approval by EGSC Governance

Associate of Arts in Psychology Proposal and Approval by EGSC Governance

Associate of Arts in Sociology Proposal and Approval by EGSC Governance

Associate of Science in Biology Proposal and Approval by EGSC Governance

Associate of Science in Business Administration Proposal and Approval by EGSC Governance

Associate of Science in Chemistry Proposal and Approval by EGSC Governance

Associate of Science in Mathematics Proposal and Approval by EGSC Governance

Associate of Science in Recreation Proposal and Approval by EGSC Governance

(*Elementary Education* - The Georgia Professional Standards Commission sets the Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. See GAPSC Elementary Education Name Change 7-1-19.)

USG Process for Periodic Comprehensive Program Review

Once degree programs have been approved, USG policy further requires that each USG institution complete a Comprehensive Academic Program Review on a regular basis.

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic

program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

An institution's cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. Newly approved programs should automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the System Office. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years. Institutions must also review General Education every five (5) years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs.

Each USG institution shall provide a web link outlining institutional comprehensive program review procedures and shall post program review results on a password protected institutional web site, which shall include the institutional review cycle and a summary of current institutional reviews.

Academic Affairs staff will perform spot audits on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity, and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information.

(See [USG Academic Affairs and Student Handbook, Section 2.3.6](#)) The link below represents the [EGSC Comprehensive Program Review](#).

Summary of the Required Curriculum for Each of EGSC's Degree Programs

As indicated above, EGSC's current program offerings consist of fifteen associate degrees with disciplinary distinction, one associate degree in core curriculum, three bachelor's degrees, and one certificate, which have been established and approved using the above rigorous review process. The required curriculum for each of these programs is contained in the EGSC catalog and is summarized below.

EGSC Bachelor's Degrees

The table below lists EGSC's three baccalaureate degrees along with their CIP codes.

Table 2: EGSC Bachelor Degree List with Classification of Instructional Program (CIP) Codes

Degree Acronym	CIP CODE	Degree Description
BA	43020201	Bachelor of Arts with a Major in Fire and Emergency Services Administration
BS	26010101	Bachelor of Science with a Major in Biology
BS	51380105	Bachelor of Science with a Major in Nursing, RN to BSN*

Each of the three baccalaureate degrees requires satisfactory completion of at least 120 credit hours.

- *Bachelor of Science in Biology:*

The requirement to complete the Bachelor of Science in Biology is outlined on the [EGSC Catalog 2019-20 \(Page 73-74\)](#). Completion of the Bachelor of Science in Biology requires 124 credit hours as follows:

42 credit hours of core requirements (see description below)
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements
26 credit hours of Required Biology Courses
11 credit hours of Other Required Courses
8 credit hours of General Biology Electives
15 credit hours of Additional Electives

The program map for the Bachelor of Science in Biology Program can be found on [pages 73-74 in the EGSC Catalog](#) and on the EGSC website ([EGSC BS Biology Program Map](#)).

- *Bachelor of Arts in Fire and Emergency Services Administration:*

The requirements to complete the Bachelor of Arts in Fire and Emergency Services Administration (FESA) are outlined in the [EGSC Catalog 2019-20 \(Pages 74-75\)](#). Completion of the Bachelor of Arts in Fire and Emergency Services requires 124 credit hours as follows:

42 credit hours of core requirements (see description below)
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements
36 credit hours of Required FESA Courses
12 credit hours of Required Electives
12 credit hours of Guided Electives

The program map for the Bachelor of Arts FESA Program can be found on [page 75 of the EGSC Catalog](#) and on the EGSC website ([See EGSC BA FESA Program Map](#)).

- *Bachelor of Science in RN-BSN Bridge Program:*

The requirement to complete the Bachelor of Science in RN-BSN Bridge Program is outlined in the [EGSC Catalog 2019-20 \(Page 75\)](#). Completion of the Bachelor of Science in RN-BSN Bridge Program requires 120 credit hours as follows:

42 credit hours of core requirements (see description below)
18 credit hours in Area F
30 credits from previous Associate of Nursing Degree
30 credit hours of Required Nursing Courses

The semester plan for the Bachelor of Science in RN-BSN Bridge Program can be found on [page 76 of the EGSC Catalog](#) and on the EGSC website ([See EGSC RN-BSN Curriculum Advisement Sheet](#)).

EGSC Associate Degrees:

Until Fall 2017, EGSC offered the Associate of Arts, Core Curriculum (AACC) as its primary degree offering in line with USG BOR policy (See [USG BOR AA Degree BOR Policy Changes 10-13-15](#)). Effective Fall Semester 2017, EGSC began offering ten associate of arts degrees and five associate of science degrees with disciplinary distinctions by major program of study.

Presented below are the current associate degrees offered by EGSC. The associate degrees that were first offered in Fall Semester 2017 are marked with an asterisk (*). SACSCOC initially acknowledged seven of the associate of arts degrees and all five of the associate of science degrees in [SACSCOC EGSC AA AS Degrees with Majors Acknowledgement Letter 2-7-2017](#). Each degree with a disciplinary distinction that was subsequently approved by SACSCOC is linked in Table 1 to the SACSCOC letter acknowledging the degree.

Table 3: EGSC Associate Degree List with Classification of Instructional Program (CIP) Codes

Degree Acronym	CIP CODE	Degree Description
AA	09010001	Associate of Arts in Communication Arts
AA	13121001	Associate of Arts in Elementary Education
AA	23010101	Associate of Arts in English
AA	42010101	Associate of Arts in Psychology
AA	43010401	Associate of Arts in Criminal Justice
AA	43020202	Associate of Arts in Fire and Emergency Services Administration
AA	45100101	Associate of Arts in Political Science
AA	45110101	Associate of Arts in Sociology
AA	50070101	Associate of Arts in Art
AA	54010101	Associate of Arts in History
AACC	24010101	Associate of Arts, Core Curriculum
AS	26010101	Associate of Science in Biology
AS	27010101	Associate of Science in Mathematics
AS	40050101	Associate of Science in Chemistry
AS	52020101	Associate of Science in Business Administration
AS	36010101	Associate of Science in Recreation

All Associate of Arts and Associate of Science degrees require satisfactory completion of 64-67 semester hours of course work:

- *Associate of Arts in Core Curriculum:*

The Associate of Arts, Core Curriculum (AACC) is EGSC's general studies associate degree. The requirement to complete the AACC is outlined on pages [63-65 of the EGSC Catalog](#). Completion of the AACC Program requires 64 credit hours as follows:
 42 credit hours of core requirements (see description below)
 18 credit hours in Area F
 4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Sciences in Core Curriculum can be found on the EGSC website ([AA Core Curriculum Sheet](#)).

- *Associate of Arts in Art:*

The requirements to complete the Associate of Arts in Art are outlined on [page 66 of the Catalog](#). Completion of the Associate of Arts in Art Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Art can be found on the EGSC website ([AA Art Curriculum Sheet](#))

- *Associate of Arts in Communication Arts*

The requirements to complete the Associate of Arts in Communication Arts are outlined on [page 66 of the Catalog](#). Completion of the Associate of Arts in Communication Arts requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The program map for Associate of Arts in Communication Arts can be found on the EGSC website ([AA Communication Arts Curriculum Sheet](#)).

- *Associate of Arts in Criminal Justice:*

The requirements to complete the Associate of Arts in Criminal Justice are outlined on [page 66 of the EGSC Catalog 2019-20](#). Completion of the Associate of Arts in Criminal Justice Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Criminal Justice can be found on the EGSC website ([AA Criminal Justice Curriculum Sheet](#)).

- *Associate of Arts in Elementary Education:*

(Note: The Georgia Professional Standard Commission sets the Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. (See [GAPSC Elementary Education Name Change 7-1-19](#))

The requirements to complete the Associate of Arts in Elementary Education are outlined on [pages 66-67 of the EGSC Catalog 2019-20](#). Completion of the Associate of Arts in Elementary Education Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Elementary Education can be found on the EGSC website ([AA Elementary Education Curriculum Sheet](#)).

- *Associate of Arts in English:*

The requirements to complete the Associate of Arts in English are outlined on [page 67 of the EGSC Catalog 2019-20](#). Completion of the Associate of Arts in English Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in English can be found on the EGSC website ([AA English Curriculum Sheet](#)).

- *Associate of Arts in Fire and Emergency Services Administration:*

The requirements to complete the Associate of Arts in Fire and Emergency Services Administration are outlined on [page 67 of the EGSC Catalog](#). Completion of the Associate of Arts in Fire and Emergency Services Administration Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Fire and Emergency Services Administration can be found on the EGSC website ([AA Fire and Emergency Services Administration Curriculum Sheet](#)).

- *Associate of Arts in History:*

The requirements to complete the Associate of Arts in History are outlined on [page 67 of the EGSC Catalog](#). Completion of the Associate of Arts in History Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in History can be found on the EGSC website ([AA History Curriculum Sheet](#)).

- *Associate of Arts in Political Science:*

The requirements to complete the Associate of Arts in Political Science are outlined on [page 68 of the EGSC Catalog](#). Completion of the Associate of Arts in Political Science Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Political Science can be found on the EGSC website ([AA Political Science Curriculum Sheet](#)).

- *Associate of Arts in Psychology:*

The requirements to complete the Associate of Arts in Psychology are outlined on [page 68 of the EGSC Catalog](#). Completion of the Associate of Arts in Psychology Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Psychology can be found on the EGSC website ([AA Psychology Curriculum Sheet](#)).

- *Associate of Arts in Sociology:*

The requirements to complete the Associate of Arts in Sociology are outlined on [page 68 of the EGSC Catalog](#). Completion of the Associate of Arts in Sociology Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Arts in Sociology can be found on the EGSC website ([AA Sociology Curriculum Sheet](#)).

- *Associate of Sciences in Biology:*

The requirements to complete the Associate of Science in Biology are outlined on [page 71 of the EGSC Catalog](#). Completion of the Associate of Science in Biology Program requires 67 credit hours as follows:

42 credit hours of core requirements (see description below)

21 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Science in Biology can be found on the EGSC website ([AS Biology Curriculum Sheet](#)).

- *Associate of Sciences in Business Administration:*

The requirements to complete the Associate of Science in Business Administration are outlined on [page 71 of the EGSC Catalog](#). Completion of the Associate of Science in Business Administration Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)

18 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Science in Business Administration can be found on the EGSC website ([AS Business Administration Curriculum Sheet](#)).

- *Associate of Science in Chemistry:*

The requirements to complete the Associate of Science in Chemistry are outlined on [page 72 of the EGSC Catalog](#). Completion of the Associate of Sciences in Biology

Program requires 67 credit hours as follows:

42 credit hours of core requirements (see description below)

21 credit hours in Area F

4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Science in Chemistry can be found on the EGSC website ([AS Chemistry Curriculum Sheet](#)).

- *Associate of Science in Mathematics: The requirements to complete the Associate of Science in Mathematics are outlined on [page 72 of the EGSC Catalog](#). Completion of the Associate of Science in Biology Program requires 66 credit hours as follows:*
42 credit hours of core requirements
20 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The Program Map for Associate of Science in Mathematics can be found on the EGSC website ([AS Mathematics Curriculum Sheet](#)).

- *Associate of Science in Recreation:*
The requirements to complete the Associate of Science in Recreation are outlined on [page 72 of the EGSC Catalog](#). Completion of the Associate of Science in Recreation Program requires 64 credit hours as follows:
42 hours of core requirements
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The Program Map for the Associate of Science in Recreation can be found on the EGSC webpage ([AS Recreation Curriculum Sheet](#)).

Core Curriculum

As described above, in addition to the discipline-specific requirements of each degree program, coherence in all EGSC degree programs is provided by EGSC's core curriculum. That core curriculum adheres to the following standards set by BOR Policy for the core curriculum of all USG institutions:

"...Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours..."

(See [BOR Policy 3.3.1, Core Curriculum](#); See, also, [USG Academic & Student Affairs Handbook, Section 2.4.2](#))

Coherence in the core is ensured by the rigorous review process required by the approval of each USG institution's core curriculum. First, the learning outcomes for each area of the core curriculum for each USG institution must be approved in advance by the USG's Council on General Education (See [BOR Policy 3.3.1, Core Curriculum](#)). Also, each USG institution must submit all course proposals for Areas A-E of its core first to the relevant USG Academic Advising Committee and then to the USG Council on General Education (See [USG Academic & Student Affairs Handbook, Section 2.4.6](#)).

As required by the above BOR and USG policies, EGSC has a coherent core curriculum. The core curriculum, as outlined on [pages 63-65 of the EGSC Catalog](#), is subdivided into core areas. Areas A, B, C, D and E, which total forty-two credit hours, are composed of general education courses. The core at EGSC consists of the following:

- Area A: 9 hours in Basic Skills (English and Mathematics)
- Area B: 4 hours of Institutional Option Courses
- Area C: 6 hours of Humanities and Fine Arts
- Area D: 11 hours Science, Mathematics and Technology
- Area E: 12 hours Social Sciences

In addition, students complete an area F. Area F varies depending upon the type of degree program a student elects. It includes 18 credit hours that support a student's chosen area of study.

Students completing any of the areas in the approved core at EGSC may transfer their completed hours to any institution of the USG without loss of credit.

In order for a student to complete all requirements for the Associate of Arts or Associate of Science degree at EGSC, students must complete an additional four hours. They must take a

two-hour Health course and take two more hours in physical education. They may complete this requirement in one of two ways:

- two one-hour physical activity courses
- a one-hour physical activity course and a one-hour First Aid course.

Bachelors of Science in Biology As An Example of a Coherent Degree Program

Additionally, a characteristic of coherence in a course of study is the practice of requiring specific courses to be taken in a degree program's required core components and its elective components to ensure program coverage of essential knowledge and skills. An example of required core course components within major fields of study and evidence of coherence in a program is the Bachelor of Science in Biology. The Biology majors begin with the core curriculum and must complete 42 hours of core courses from Areas A-E and 18 credit hours of Area F requirements. EGSC requires biology students to take a rigorous level of math including college algebra, pre-calculus and calculus courses and introductory lab science courses in biology, chemistry and physics that are calculus based. Non-science majors typically do not take lower division courses that are scientifically oriented or as rigorous as in these disciplines. This lower division preparation in the sciences and mathematics provides an essential foundation for the upper division studies of a biology major. Beyond this curriculum, all undergraduate biology majors take required 3000 level lab science courses in ecology, genetics, cell biology, plant biology, and biochemistry. Generally, the 3000 level courses are more specialized than the lower division core requirement courses in biology and chemistry. Students have access to five 4000 level courses; all biology students must take Biology 4550 Professional Skills for the Biologist and either undergraduate research or an internship. Electives at the 4000 level allow the student to pursue areas of interest in Industrial Microbiology or Environmental Toxicology and 3000 level electives in Zoology and Advanced Microbiology.

The components of the biology program curriculum progress logically, and their sequencing provides coherence by organizing from simple to complex. Each step builds on previously learned content and extends depth of study.

ALL EGSC EDUCATIONAL PROGRAMS ARE COMPATIBLE WITH EGSC'S MISSION AND GOALS

The USG Academic Affairs & Student Handbook explicitly requires consistency between an institution's mission and its degree programs:

"All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan..."

(See [USG Academic Affairs & Student Handbook, Section 2.3.2](#))

The following mission statement was approved by the USG BOR at its monthly meeting on June 7, 2011. [See [USG BOR Meeting Minutes 2011_06_07 \(Page 41\)](#)]

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth

by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

EGSC's degree programs, as described above, directly support this mission by providing access to a wide range of associate degree programs in an under-served geographic area; and by providing targeted bachelor's programs meeting the economic and social needs of the region.

As presented in the College's Strategic Plan, EGSC has four institutional goals. Each of these institutional goals corresponds to and supports one of four strategic goals of the University System of Georgia (USG). The College's first institutional goal, Complete College, presented below, supports USG's Strategic Goal 1 Student Success. (See [EGSC Strategic Plan FY 2020 - FY 2022](#) and [USG Strategic Plan 2024](#))

Student Success: East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success.

Again, EGSC's degree programs, as described above, directly address this Strategic Goal.

According to the Carnegie Basic Classification, EGSC's falls into the Baccalaureate/ Associate's Colleges: Associate's Dominant, with an enrollment profile of an exclusively undergraduate four-year college. (See [EGSC Carnegie Classification](#))

ALL EGSC EDUCATIONAL PROGRAMS ARE BASED UPON FIELDS OF STUDY APPROPRIATE TO HIGHER EDUCATION

The consideration and reviews given new program proposals at both the institutional level and at the Board of Regents ensure appropriateness and coherence for EGSC's degree programs. The USG Program Review process ([BOR Policy 3.6 Creation and Elimination of Academic Programs](#)) outlines this procedure. EGSC follows USG procedure to solicit comprehensive input from the college's faculty and administration on any proposed field of study prior to submission to USG. EGSC's internal procedures begins with department faculty and college deans and proceeds through faculty governance (Academic Policies and Curriculum Committee, Faculty Senate), to the Vice President for Academic and Student Affairs, and on to the President. The USG further ensures the appropriateness of fields of study to higher education and to EGSC based on its mission as an access institution. This system-wide perspective of the USG involves review, approval and oversight of appropriateness of higher education programs at 26 unique public colleges and universities in Georgia.



























Additionally, new programs are reviewed every seven years as required by the [USG BOR Policy 3.6.3](#).






































As noted in the Institutional Summary, EGSC's RN-BSN Bridge Program is accredited by the Accreditation Commission on Nursing Education. This accreditation supports that the program is based on a field of study appropriate for higher education.






CONCLUSION

All of EGSC's degree programs embody a coherent course of study, are compatible with EGSC's approval mission and the goals in its Strategic Plan and are based upon fields of study appropriate to higher education. The internal EGSC review and approval process for all degree programs, the USG review and approval process for all degree programs, and the USG Comprehensive Program Review process assure continued compliance with these requirements.

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-  USG ASA Handbook Core Curriculum 2.4.1 - 2.4.2 (Page 4)
-  USG Academic Affairs Advisory Committees
-  USG Academic Programs About Us Mission Statement
-  USG BOR AA & AS Degree Policy Changes Effective October 2015
-  USG BOR BA FESA Proposal and Approval
-  USG BOR BS Biology Proposal and Approval
-  USG BOR Comprehensive Program Review 3.6.3
-  USG BOR Policy 3.3 Curriculum
-  USG BOR Policy 3.6 Creation & Elimination of Academic Programs
-  USG BOR RN-BSN Proposal and Approval

-  USG BoR Meeting Minutes 6-7-2011
-  USG BoR Meeting Minutes 6-7-2011 (Page 41)
-  USG BoR Meeting Minutes 6-7-2011 (Page 42)
-  USG Degrees Majors Authorized for EGSC
-  USG Strategic Plan 2024

9.2

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) offers 16 associate level programs with disciplinary distinction and one associate of arts in core curriculum. These programs are based on 64-67 semester credit hours completed. EGSC offers three baccalaureate level programs. All of these are based on 120-124 credit hours completed. EGSC uses only semester credit hours to measure course completion. EGSC does not offer any degree programs requiring fewer than the required number of semester hours.

POLICIES OF EGSC'S GOVERNING BOARD SET MINIMUM SEMESTER HOUR STANDARDS FOR DEGREE PROGRAMS

EGSC is a member institution of the University System of Georgia (USG). The Board of Regents (BOR) is the governing body of the USG. Policies of the BOR and the USG establish standards for the minimum number of credit hours required for each degree level.

See BOR Policy 3.8.1. See, also, USG Academic Affairs and Student Handbook, Sections 2.3.1 and 2.3.5. Those policies require that a baccalaureate degree must contain at least 120 semester hours and that an associate degree contain at least 60 semester hours.

ALL EGSC DEGREE PROGRAMS USE SEMESTER HOURS TO MEASURE COURSE COMPLETION

Definition of a semester credit hour

One semester credit hour is defined as a minimum of 750 minutes of instructional time and 1500 minutes of time outside the classroom environment. For alternative delivery methods, the amount of instruction is equivalent. The EGSC Credit Hours Awarded Policy adheres to the definition of a credit hour as presented in the policy manual of its governing body, the USG Board of Regents Policy 3.4.4 Instructional Time.

EGSC uses only semester hours

EGSC only uses semester credit hour as defined above. No other unit for the degree requirement is used.

**EGSC OFFERS THREE PROGRAMS AT THE BACCALAUREATE LEVEL AND 15 PROGRAMS
AT THE ASSOCIATE LEVEL BASED ON AT LEAST THE MINIMUM SEMESTER CREDIT
HOURS REQUIRED**

As a State College within the University System of Georgia (USG), EGSC offers programs of study for three bachelor's degree programs, ten Associate of Arts degree programs, and five Associate of Science degree programs. Each of these programs meets or exceeds the minimum number of semester credit hours required for the level of the degree. No Associate degree requires less than 60 semester credit hours and no Bachelor degree requires less than 120 semester credit hours for completion. The following outlines the specific requirements of each degree program.

BACCLAUREATE DEGREE PROGRAMS OFFERED BY EGSC

EGSC offers three baccalaureate degrees. Each of them requires satisfactory completion of at least 120 credit hours.

Bachelor of Arts in Fire and Emergency Services Administration (FESA):

The requirement to complete the Bachelor of Arts in Fire and Emergency Services Administration is published in the [EGSC 2019-20 Catalog page 74-75](#). Completion of the Bachelor of Science in Fire and Emergency Services Administration requires 124 hours as follows:

- 42 credit hours of core requirements (see description below)
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements
- 36 credit hours of Required FESA Courses
- 12 credit hours of Required Electives
- 12 credit hours of Guided Electives

The Typical BA for Bachelor of Arts in Fire and Emergency Services Administration is published in the [EGSC 2019-20 catalog, page 74-75](#) and on the [EGSC Bachelor of Arts in Fire and Emergency Services Administration web page](#) a link to the [Curriculum and Program Map](#).

Bachelor of Science in Biology:

The requirements to complete the Bachelor of Science in Biology is published in the [EGSC 2019-20 Catalog on page 73-74](#). Completion of the Bachelor of Science in Biology requires 124 credit hours as follows:

- 42 credit hours of core requirements (see description below)
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements
- 26 credit hours of Required Biology Courses
- 11 credit hours of Other Required Courses
- 8 credit hours of General Biology Electives
- 15 credit hours of Additional Electives

The Program Map for Bachelor of Science in Biology is published in the [EGSC 2019-20 Catalog page 73-74](#) and on the [EGSC Bachelor of Science in Biology webpage](#) a link to the [Curriculum and Program Map](#).

Bachelor of Science in RN-BSN Bridge Program

The requirement to complete the Bachelor of Science in RN-BSN Bridge Program is published in the [EGSC 2019-20 Catalog on page 75-76](#). Completion of the Bachelor of Science in RN-BSN Bridge Program requires 120 credit hours as follows:

- 42 credit hours of core requirements (see description below)

18 credit hours in Area F
30 credits from previous Associate of Nursing Degree
30 credit hours of Required Nursing Courses

The Program for Plan for Bachelor of Science in RN-BSN Bridge Program is published in the [EGSC 2019-20 Catalog page 76](#) and on the [EGSC Bachelor of Science in RN-BSN Bridge Program webpage](#) with a link to the [RN-BSN Curriculum Advising Sheet](#).

ASSOCIATE DEGREE PROGRAMS OFFERED BY EGSC

All Associate of Arts and Associate of Science degrees require satisfactory completion of 64-67 semester hours of course work:

Associate of Arts in Core Curriculum:

The requirements to complete the Associate of Arts in Core Curriculum published in the [EGSC 2019-20 Catalog page 63-65](#). Completion of the Associate of Arts in Core Curriculum Program requires 64 credit hours as follows:

42 credit hours of core requirements (see description below)
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Core Curriculum webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum Program Map](#).

Associate of Arts in Art:

The requirements to complete the Associate of Arts in Art are published in the [EGSC 2019-20 Catalog page 66](#). Completion of the Associate of Arts in Art Program requires 64 credit hours as follows:

42 credit hours of core requirements
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Art Curriculum webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in Communication Arts:

The requirements to complete the Associate of Arts in Communication Arts are published in the [EGSC 2019-20 Catalog on page 66](#). Completion of the Associate of Arts in Communication Program requires 64 credit hours as follows:

42 credit hours of core requirements
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Communication Arts webpage](#) publishes the [Curriculum and Program Map](#) for the degree.

Associate of Arts in Criminal Justice:

The requirements to complete the Associate of Arts in Criminal Justice are published in the [EGSC 2019-20 Catalog page 66](#). Completion of the Associate of Arts in Criminal Justice Program requires 64 credit hours as follows:

42 credit hours of core requirements
18 credit hours in Area F
4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Criminal Justice webpage](#) publishes the Program Curriculum and contains a link to a [Curriculum and Program Map](#).

Associate of Arts in Elementary Education*:

The requirements to complete the Associate of Arts in Elementary Education are published in the [EGSC 2019-20 Catalog on page 66-67](#). Completion of the Associate of Arts in Elementary Education Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Elementary Education webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Elementary Education - The Georgia Professional Standards Commission sets the Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. See [GAPSC Elementary Education Name Change 7-1-19](#).

Associate of Arts in English:

The requirements to complete the Associate of Arts in English are published in the [EGSC 2019-20 Catalog page 67](#). Completion of the Associate of Arts in English Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in English webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in Fire and Emergency Services Administration:

The requirements to complete the Associate of Arts in Fire and Emergency Services Administration are published in the [EGSC 2019-20 Catalog page 67](#). Completion of the Associate of Arts in Fire and Emergency Services Administration Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Fire and Emergency Services Administration webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in History:

The requirements to complete the Associate of Arts in History are published in the [EGSC 2019-20 Catalog page 67](#). Completion of the Associate of Arts in History Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in History webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in Political Science:

The requirements to complete the Associate of Arts in Political Science are published in the [EGSC 2019-20 Catalog page 68](#). Completion of the Associate of Arts in Political Science Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Political Science webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in Psychology:

The requirements to complete the Associate of Arts in Psychology are published in the [EGSC 2019-20 Catalog page 68](#). Completion of the Associate of Arts in Psychology Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Psychology webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Arts in Sociology:

The requirements to complete the Associate of Arts in Sociology are published in the [EGSC 2019-20 Catalog page 68](#). Completion of the Associate of Arts in Sociology Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Arts in Sociology webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Science in Biology:

The requirements to complete the Associate of Science in Biology are published in [EGSC 2019-20 Catalog page 71](#). Completion of the Associate of Science in Biology Program requires 67 credit hours as follows:

- 42 credit hours of core requirements (see description below)
- 21 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Science in Biology webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Science in Business Administration:

The requirements to complete the Associate of Science in Business Administration are published in the [EGSC 2019-20 Catalog page 71](#). Completion of the Associate of Science in Business Administration Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Science Business Administration webpage](#) publishes the Program Curriculum and the [Curriculum and Program Map](#).

Associate of Science in Chemistry:

The requirements to complete the Associate of Science in Chemistry are published in the [EGSC 2019-20 Catalog pages 72](#). Completion of the Associate of Science in Biology Program requires 67 credit hours as follows:

- 42 credit hours of core requirements (see description below)
- 21 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Science in Chemistry webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Science in Mathematics:

The requirements to complete the Associate of Science in Mathematics are published in the [EGSC 2019-20 Catalog page 72](#). Completion of the Associate of Science in Biology Program requires 66 credit hours as follows:

- 42 credit hours of core requirements (see description below)
- 20 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Science in Mathematics webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

Associate of Science in Recreation:

The requirements to complete the Associate of Science in Recreation are published in the [EGSC 2019-2020 Catalog page 72](#). Completion of the Associate of Science in Recreation Program requires 64 credit hours as follows:

- 42 credit hours of core requirements
- 18 credit hours in Area F
- 4 credit hours of Additional Institutional Requirements

The [EGSC Associate of Science in Recreation webpage](#) publishes the Program Curriculum and contains a link to the [Curriculum and Program Map](#).

As described in the degree requirements above, in order to complete all requirements for the Associate of Arts or Associate of Science degree at EGSC, students must complete an additional four hours. They must take a two-hour Health course and take two more hours in physical education. They may complete this physical education requirement in one of two ways:

- two one-hour physical activity courses; or
- a one-hour physical activity course and a one-hour First Aid course.

CORE CURRICULUM

As noted in the list of degree requirements above, EGSC requires completion of a core curriculum for each of its degree programs. These core requirements are consistent with the core curriculum requirements of the BOR and the USG. (See [BOR Policy 3.3.1](#) and [USG Academic Affairs and Student Handbook, Section 2.4](#)).

The Core Curriculum is outlined in EGSC 2019-20 Catalog, pages 63-65. As required by USG and BOR policy, it is subdivided into areas. A through F. Areas A, B, C, D and E, which total 42 credit hours, are composed of general education courses. Area F requirements vary depending upon the type of degree program the student elects. It includes 18-21 credit hours depending upon the students' chosen major. Students completing any of the areas in the approved core at EGSC can transfer their completed hours to any institution of the University System of Georgia without loss of credit.

APPROVAL PROCESS FOR EGSC DEGREE PROGRAMS

All EGSC degree programs must first be approved through the EGSC governance process at EGSC. (See Faculty Senate Bylaws, Section 2.1.1, page 3). Following approval through faculty governance and approval by the President of the college, all degree programs must be reviewed by the USG Academic Affairs Staff and approved by the BOR. See the new program review procedures of the Academic Affairs Division of the USG (USG Academic Programs, New Programs) As provided in the BOR Policy Manual:

New degree programs to include nexus, associate, bachelor's, master's, and doctoral degrees shall not be added to curricula of a University System of Georgia (USG) institution unless recommended by the President of the institution and the Chancellor and approved by the Board of Regents.

(See BOR Policy 3.6.1)

This process of review by EGSC faculty governance, followed by review of the USG Academic Affairs Staff, and the BOR assure that all EGSC degree programs meet minimum credit hour requirements.






PUBLICATION OF EGSC'S DEGREE REQUIREMENTS







































Specific requirements for each degree are published in the 2019-20 East Georgia State College Catalog as previously cited. All degree programs offered by East Georgia State College require at least the minimum number of credit hours specified by the Southern Association of Colleges and Schools Commission on Colleges: at least 120 semester credit hours at the baccalaureate level and at least 60 semester credit hours at the Associates level.



















CONCLUSION

EGSC offers 15 associate degree programs with disciplinary distinction, one associate of arts in core curriculum based on more than 60 semester credit hours; and offers three programs at the baccalaureate level based on 120-124 semester credit hours, depending on the degree program. EGSC uses only semester hours to measure course completion. EGSC does not offer any degree programs requiring fewer than the required number of semester credit hours.

Sources

-  AA Art Curriculum Sheet
-  AA Communication Arts Curriculum Sheet
-  AA Core Curriculum Curriculum Sheet
-  AA Criminal Justice Curriculum Sheet
-  AA Elementary Education Curriculum Sheet

-  AA English Curriculum Sheet
-  AA FESA Curriculum Sheet
-  AA History Curriculum Sheet
-  AA Political Science Curriculum Sheet
-  AA Psychology Curriculum Sheet
-  AA Sociology Curriculum Sheet
-  AS Biology Curriculum Sheet
-  AS Business Administration Curriculum Sheet
-  AS Chemistry Curriculum Sheet
-  AS Mathematics Curriculum Sheet
-  AS Recreation Curriculum Sheet
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 63)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 66)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 67)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 68)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 71)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 72)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 73)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 74)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 75)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 76)
-  EGSC AA Art Webpage
-  EGSC AA Communication Arts
-  EGSC AA Core Curriculum Webpage
-  EGSC AA Criminal Justice Webpage
-  EGSC AA Elementary Education Webpage
-  EGSC AA English Webpage
-  EGSC AA Fire and Emergency Services Administration Webpage
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-  EGSC AA Psychology Webpage
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-  EGSC AS Mathematics Webpage
-  EGSC Associate of Science in Recreation Webpage
-  EGSC BA FESA Program Map

-  EGSC BS Biology Program Map
-  EGSC BS Biology Webpage
-  EGSC Bachelor of Arts in Fire and Emergency Services Administration Webpage
-  EGSC Credit Hours Awarded Policy
-  EGSC Curriculum and Program Map Nursing Transfer Pathway
-  EGSC Faculty Senate Bylaws 2-7-20
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-  GAPSC Elementary Education Name Change 7-1-19
-  USG ASA 2.3.1 Academic Programs Majors and Minors
-  USG ASA Handbook 2.3.5 Academic Programs
-  USG ASA Handbook Core Curriculum 2.4.1 - 2.4.2
-  USG Academic Programs New Program Review Webpage
-  USG BOR Policy 3.3 Curriculum
-  USG BOR Policy 3.6.1 Creation of Academic Programs
-  USG Board of Regents Policy Manual 3.4.4 Instructional Time
-  USG Board of Regents Policy Manual 3.8 Degrees

9.3

General Education Requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC), a unit of the University System of Georgia (USG), offers Associate of Arts degrees, Associate of Science degrees, and three baccalaureate degrees. EGSC, as required by the policy of the Board of Regents (BOR) of the USG, has adopted a general education degree component for all of these degrees called the "core curriculum." That component is designed to both allow the transfer of credit from one USG institution to another without penalty to the students and ensure that the students acquire the required breadth of knowledge. The core curriculum required by EGSC is based on a coherent rationale, is a substantial component of each EGSC undergraduate degree program and ensures a breadth of knowledge for students in key areas that promote intellectual inquiry. These courses do not narrowly focus on those skills, techniques and procedures specific to a particular occupation or profession.

EGSC's GENERAL EDUCATION REQUIREMENTS ARE BASED ON A COHERENT RATIONALE

BOR Policy requires that each USG institution's core curriculum meet the following standards:

"Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course.	At least 7 semester hours*

	*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	
Area E	Social Sciences	At least 6 semester hours

USG BOR Policy 3.3.1 Core Curriculum

USG Academic and Student Affairs Handbook 2.4.1

To ensure the core curriculum is based on a coherent rationale, the USG outlines six general education learning goals in USG Academic and Student Affairs Handbook 2.4.1 and requires all member institutions to develop one or more learning outcomes for each core curriculum learning goal. Furthermore, USG policy states, "All learning outcomes must be collegiate level, not skills-based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG."

The USG, to create a mechanism for review and approval of all of these learning outcomes, established an advisory body known as the Council on General Education. (See USG Academic Affairs Website General Education Council.) Each USG institution's learning outcomes must be approved in advance by the General Education Council. (See USG Academic and Student Affairs Handbook, Section 2.4.1) The General Education Council is an academic advisory committee appointed by the Senior Academic Officer of the USG and consists of representatives of USG institutions.

A set of student learning outcomes (SLO) for each area of EGSC's core was developed by the College's faculty and approved at a faculty meeting during May 2011. EGSC's general education SLO's were then approved by the USG Council on General Education with minor modifications. The USG learning goals and EGSC learning outcomes as they appear on the USG Council General Education Approved Learning Outcomes List 051419 are presented in the table below.

USG Learning Goal/EGSC Student Learning Outcomes Alignment

USG Core Curriculum Learning Goals	EGSC General Education Student Learning Outcomes
Learning Goal A1: Communication Outcomes	<ul style="list-style-type: none"> Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education.
Learning Goal A2: Quantitative Outcomes	<ul style="list-style-type: none"> Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education.
Learning Goal B: Institutional Options	<ul style="list-style-type: none"> Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education. Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions.

Learning Goal C: Humanities, Fine Arts, and Ethics	<ul style="list-style-type: none"> Students will demonstrate the ability to analyze effectively works of literature, art, or music.
Learning Goal D: Natural Sciences, Mathematics, and Technology	<ul style="list-style-type: none"> Students will demonstrate the effective use of scientific methods.
Learning Goal E: Social Sciences	<ul style="list-style-type: none"> Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

To assure that the specific courses chosen by a USG institution for each area of its core are appropriate, all of those courses must be approved in advance by the Council on General Education after review by a USG academic advisory committee responsible for that specific discipline. (See USG Academic Affairs and Student Handbook, Section 2.4.6.)

The standards for approval include the following requirements:

All courses in Areas A–E **must** be taught at the **collegiate level** and be **broadly focused**. They must **clearly address the general education learning outcomes** of the institution. They must be **consistent with the USG’s mission and strategic plan**. [Emphasis added]

(See USG Academic and Student Affairs Handbook, Section 2.4.4.)

Before submission of learning outcomes and specific courses to the USG Council on General Education, those outcomes and courses must be approved in advance through the governance process at EGSC. (See EGSC Faculty Handbook page 7-8)

EGSC’s core curriculum, as approved through the above described USG and EGSC processes, appears in EGSC’s catalog. [See EGSC Catalog AA Core (Page 63); also see EGSC Catalog AS Core (Pages 69-70); also see EGSC Catalog, Core Requirements for Bachelor of Science in Biology, page 73; also see EGSC Catalog, Bachelor of Arts in Fire and Emergency Services, page 74; also see EGSC Catalog, Bachelor of Science in Nursing, page 75]

The above described processes of the USG and the BOR, the advance review process by EGSC Faculty governance and the review process of the USG Council on General Education, ensure that EGSC’s general education at the undergraduate level is based on a coherent rationale.

GENERAL EDUCATION IS A SUBSTANTIAL COMPONENT OF EACH EGSC UNDERGRADUATE DEGREE PROGRAM

EGSC’s 16 associate degree programs and 3 bachelor programs are listed below. For each program, 42 semester credit hours of core curriculum general education are required, as published in the EGSC 2019-20 Catalog, Page 63 (AA Core), and EGSC 2019-20 Catalog, Page 69 (AS Core) for associate degrees. The core curriculum requirements for the baccalaureate degree programs are published in the EGSC 2019-20 Catalog on the pages cited in the table below.

List of EGSC Associate Degrees and Bachelor’s Degrees

- | | |
|---|---|
| Associate of Arts in Art | Associate of Arts, Core Curriculum |
| Associate of Arts in Communication Arts | Associate of Science in Biology |
| Associate of Arts in Criminal Justice | Associate of Science in Business Administration |

Associate of Arts in Elementary Education*	Associate of Science in Chemistry
Associate of Arts in English	Associate of Science in Mathematics
Associate of Arts in History	Associate of Science in Recreation
Associate of Arts in Fire and Emergency Services Administration	Bachelor of Arts with a Major in Fire and Emergency Services Administration [EGSC [Catalog 2019-20 (Page 74)]]
Associate of Arts in Political Science	Bachelor of Science with a Major in Biology [EGSC Catalog 2019-20 (Page 73)]]
Associate of Arts in Psychology	Bachelor of Science with a Major in Nursing, RN to BSN [EGSC Catalog 2019-20 (Page 75)]]
Associate of Arts in Sociology	

*Elementary Education - The Georgia Professional Standards Commission sets the Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. See [GAPSC Elementary Education Name Change 7-1-19](#).

EGSC’S GENERAL EDUCATION COMPONENT ENSURES BREADTH OF KNOWLEDGE

Areas A – E of the Core Curriculum integrate a breadth of knowledge that addresses the areas of humanities and fine arts, social and behavioral sciences, and natural science and mathematics and are not specific to a particular occupation or profession. These courses reinforce cognitive skills and effective learning opportunities for each student. As a member of the USG, EGSC’s general education component adheres to the following collegiate level Core Curriculum framework as presented in the table below.

EGSC General Education Core Curriculum Areas

Area	Hours	Courses
A1: Communication Skills	6	Two 3 Hour English composition courses
A2: Quantitative Skills	3	One 3 hour mathematics course
B: Institutional Options	4	One 3 hour communications course
		One 1 hour Critical and Academic Thinking for Success course
C: Humanities/Fine Arts	6	Humanities sequence consisting of two 3 hour courses which include literature, fine art, and music
D: Science, Mathematics and Technology	11	Two 4 hour natural science courses with laboratory work
		3 hours of additional mathematics or 4 hours of additional science
E: Social Sciences	12	Four 3 hour courses from the social sciences (American Government and US History required)
Areas A through E Total	42	General Education Component

EGSC ensures a “breadth of knowledge” by requiring each student to encounter the basic content and methodology of the principal areas of knowledge as summarized in the table above. Students are required to complete two courses of humanities and fine arts, four courses of social sciences, at least one mathematics course, and at least two laboratory science courses.

Institutional Guidance for Students Choosing General Education Courses

The Admissions Department of EGSC initially informs a new and/or transfer student of the general education requirements through the [EGSC Admissions Start Here Webpage](#) that

prepares the student for advisement on the day of orientation. The webpage provides a link to the EGSC catalog, which clearly defines the "core curriculum" for all students for each academic year. Within each program's section of the catalog are the listed courses required for each degree/transfer pathway. In the catalog, students can find information about sequence of courses and prerequisite courses necessary to fulfill the degree requirements. Students are provided orientation booklets upon arrival at EGSC orientation, which also outlines the general education requirements. After orientation registration is complete, students are exposed to general education requirements during an orientation majors fair. At the fair, faculty members in their respective disciplines provide students with a generalized concept of core curriculum courses and degree requirements for program completion and graduation. Students are provided two- year academic plans based on their selected area of study. These plans are always available on the [EGSC Academic Advising Webpage](#) for a student's reference. Furthermore, professional advisors from the Academic Center for Excellence (ACE) expose students to general education requirements and degrees with disciplinary distinction during a career exploration session at orientation called FOCUS. It is the goal of the professional academic advisors to link general education and EGSC degrees with disciplinary distinction to careers in the current global job market. After completion of this session, the advisors expose students thoroughly to the general education requirements during the Academic Advisement session of the orientation. The general education requirements are explained and the application of each section of the core curriculum is discussed with the students as a group.

Students at EGSC are additionally exposed to the general education requirements during semester advisement sessions with the student's assigned advisor. All students are required to meet with an advisor before registration according to the [Academic Advising Plan](#). ACE academic advising staff and faculty advisors have access to students' records through education management systems (EMS): BannerWeb, DegreeWorks, and GradesFirst. In combination with the EMS, ACE academic advising staff and faculty advisors use two-year curriculum academic plans from each major to ensure students complete the correct courses in the core curriculum. These academic plans can be obtained via the EGSC website under the [Academic Advising webpage](#) and/or each major's webpage. Students' academic advisors can be reached via in-person, phone, email, and other communications through student technology.

If a student completes orientation online, he or she is required to sign the "Orientation Completion Form" agreeing that he or she has read and understood all information related to orientation/advisement.

Transfer Students

To complete the degree and/or transfer pathway requirements at EGSC, transfer students must also complete the core curriculum. Prospective students can use the [GAtracs Website](#) as a one stop site for college transfer information. Transfer credit information is also available on the [EGSC Transfer Credit Webpage](#). Credits that do not appear as transferable may be evaluated by appropriate departments to verify if substitution may be allowed for outstanding requirements. Any remaining requirements will be satisfied by coursework at EGSC. All policies and procedures adhere to the BOR policy for transfer students.

Through the Complete College Georgia (CCG), the USG also has a transfer agreement with the Technical College System of Georgia (TCSG) for "serving student needs, avoiding duplication of the mission, using state resources efficiently, and expanding opportunities for post-secondary attainment in Georgia." The [CCG TCSG USG General Education Transfer Chart](#) lists courses that are transferrable between units of the two systems. According to the [USG BOR Policy 3.3.5.2 General Education Course Transfer](#), "USG institutions and TCSG institutions will accept general education courses for transfer between their respective institutions articulated in the Academic and Student Affairs Handbook. Courses will only be accepted from institutions accredited by the SACSCOC." Currently, the TCSG-USG agreement specifies 27 general education courses that are guaranteed to transfer between SACSCOC-accredited institutions. Representatives from each system meet regularly to form a Post-secondary Oversight Council, which "assure

compliance with this articulation agreement, address other articulation issues if they arise, and encourage the development of programs and policies to support Georgia's college completion goals."





















Process for Ensuring General Education Courses Support General Education Goals









All courses in the core curriculum have been through the curriculum development, approval, and implementation process as described in the Faculty Handbook (Pages 7-8). As stated in the Faculty Handbook, any new programs must be approved by the Office of the Chancellor and changes to Areas A – E of the core curriculum must be approved by the General Education Council. The Board of Regents must also approve any new programs.

CONCLUSION

The rigorous internal review process by EGSC faculty proceeding the rigorous review process by the USG General Education Council ensures that EGSC's general education is based on a coherent rationale. The resulting general education requirements constitute a substantial component of each associate and baccalaureate degree offered by EGSC. This general education assures a breadth of knowledge and includes at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science and mathematics. None of these courses focus narrowly on skills, techniques or procedures specific to a particular occupation or profession.

Sources

-  CCG TCSG USG General Education Course Transfer Chart
-  EGC Faculty Meeting Minutes 5-6-2011
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 63)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 69)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 73)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 74)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 75)
-  EGSC Academic Advising Plan
-  EGSC Academic Advising Webpage
-  EGSC Admissions Start Here Webpage
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 7)
-  EGSC Transfer Credit Webpage
-  GAPSC Elementary Education Name Change 7-1-19
-  GAtracs Website
-  USG ASA Handbook 2.4.4 Details Regarding Areas A-F
-  USG ASA Handbook 2.4.6 Approval Procedures
-  USG ASA Handbook Core Curriculum 2.4.1 - 2.4.2
-  USG Academic Affairs Website General Education Council
-  USG BOR Policy 3.3 Curriculum

-  USG BOR Policy 3.3.5.2 General Education Course Transfer
-  USG Council on General Education Approved Learning Outcomes List 051419
-  USG GE Council Approved Learning Outcome List - EGSC Area A1
-  USG GE Council Approved Learning Outcome List - EGSC Area A2
-  USG GE Council Approved Learning Outcome List - EGSC Area B
-  USG GE Council Approved Learning Outcome List - EGSC Area C
-  USG GE Council Approved Learning Outcome List - EGSC Area D
-  USG GE Council Approved Learning Outcome List - EGSC Area E

9.4

Institutional Credits for an Undergraduate Degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

At least 25 percent of the credit hours required for an East Georgia State College (EGSC) associate or bachelor's degree must be earned through instruction offered by EGSC. For associate degrees at EGSC, 64 credit hours are required to earn the degree. Accordingly, at least 17 credit hours must be earned through instruction offered at EGSC. For RN-BSN degree at EGSC, 120 credit hours are required to earn the degree. Accordingly, at least 30 credit hours must be earned through instruction at EGSC. For the Biology and Fire and Emergency Services Administration degree, 124 credit hours are required to earn the degree. Accordingly, at least 31 credit hours must be earned through instruction at EGSC.

UNDERGRADUATE DEGREES OFFERED BY EGSC AND CREDIT HOURS REQUIRED TO EARN EACH DEGREE

EGSC offers three bachelor's degrees, 15 associate degrees with disciplinary distinction, one associate of arts degree in core curriculum, and 1 certificate of less than a year. EGSC's associate degrees require completion of 64-67 credit hours, dependent on the student's specific course of study. (See [EGSC 2019-20 Catalog, page 61-72](#)). The Bachelor Science in Biology requires completion of 124 credit hours (See [EGSC 2019-2020 Catalog, page 72-73](#)). The Bachelor of Arts in Fire and Emergency Services Administration requires the completion of 124 credit hours (See [EGSC 2019-2020 Catalog, pages 74-75](#)). The Bachelor of Science in the RN-BSN Bridge Program requires completion of 120 credit hours (See [EGSC 2019-2020 Catalog, page 75-76](#)).

The graduation requirements for all associate degrees clearly state that the student "Must meet the residency requirement by earning a minimum of 17 semesters to obtain the associate degree." (See [EGSC 2019-2020 Catalog, page 53](#)). The graduation requirements for the bachelor's degree in Nursing clearly state that the student must meet the residency requirements by earning a minimum of 30 semester hours at East Georgia State College." (See [EGSC 2019-2020 Catalog, page 54](#)). The graduation requirement for the bachelor's degree in Fire and Emergency Services Administration and the bachelor's degree in Biology clearly state that the student must meet the residency requirements by earning a minimum of 31 semester hours at East Georgia State College. (See EGSC 2019-2020 Catalog pages 53-54)

PUBLICATION OF RESIDENCY REQUIREMENTS BY EGSC

Academic policies, including the residency requirement policy provided above, are disseminated to faculty, advisors and students via the online [EGSC 2019-20 Catalog](#).

EGSC'S PRIOR LEARNING ASSESSMENT POLICY

EGSC's policy concerning prior learning assessment directly addresses the residency requirements above. That policy states:

The use of PLA by any program, department, or division at EGSC must be aligned with the policies of the University System of Georgia Board of Regents concerning the award of credits, with EGSC academic policies, and with the Southern Association of Colleges and Schools Commission on Colleges Principles of Accreditation governing the award of credit ...

Students in associate's and baccalaureate degree programs must meet EGSC residency requirements for the award of the degree (s). PLA credit awarded by another institution cannot be used to fulfill residency requirements, though PLA credit earned while enrolled at EGSC can apply to the residency requirement. A student cannot fulfill the entire residency requirement through application of credits awarded through prior learning assessment, and must be enrolled for and complete EGSC courses for a minimum of one term.

(See [EGSC Prior Learning Assessment Policy](#))

EGSC'S REVERSE TRANSFER PROGRAM

EGSC's policy concerning reverse transfer to earn an associate degree from EGSC clearly requires that the students satisfy the above residency requirement. (See [EGSC Registrar's Office Webpage, Transfer Credit Reverse Transfer](#))

PROCESS TO ENSURE ALL GRADUATES MEET RESIDENCY REQUIREMENT

EGSC's Registrar's Office is responsible for the review of applications for graduation and review of credits toward a degree. Students are required to submit a formal graduation application for their degree to the Registrar no later than the published deadline. The graduation application is specific for the degree and must be completed in coordination with the student's advisor, signed by the student, the student's faculty advisor and the Dean, and submitted to the Registrar. Upon submission, the application process initiates a review of the student's academic record to determine eligibility toward the degree. The procedure for graduation application and review is published on the [EGSC Registrar's Office Graduation webpage](#).

EGSC faculty and advisors received training on Degree Works, a web-based academic planning tool that pulls from Banner, EGSC's student information system, to track those courses and credits that count toward a given degree. Students, advisors and the Registrar's Office use Degree Works. Currently, Degree Works is used to guide students to degree completion by informing them of coursework successfully completed and remaining coursework needed for their degree requirements. EGSC advisors use Degree Works to verify credits and transfer equivalency. EGSC's goal is to use Degree Works for degree completion audits including the residency requirement.

The EGSC Registrar's Office conducts an internal procedure to verify that each graduate fulfills the residency requirement as stated above, see the [EGSC Graduation Audit Procedures](#).

An analysis of Fall 2016 to Spring 2019 Graduate Transcripts showed that EGSC has been in compliance with the College's stated residency requirement for all associate and bachelor degrees, see Tables below.

Number of Students Receiving Undergraduate Degrees Meeting Residency Requirement

Term	# of Graduates	% Meeting Residency Requirement
Fall 2016	116	100.00%
Spring 2017	179	100.00%
Summer 2017	60	100.00%
Fall 2017	97	100.00%
Spring 2018	147	100.00%
Summer 2018	72	100.00%
Fall 2018	128	100.00%
Spring 2019	38	100.00%

Number of Students Receiving Associate Degrees Meeting Residency Requirement

Term	# of Graduates	% Meeting Residency Requirement
Fall 2016	116	100.00%
Spring 2017	175	100.00%
Summer 2017	58	100.00%
Fall 2017	94	100.00%
Spring 2018	147	100.00%
Summer 2018	72	100.00%
Fall 2018	116	100.00%
Spring 2019	26	100.00%

Number of Students Receiving Bachelor's Degrees Meeting Residency Requirement

Term	# of Graduates	% Meeting Residency Requirement
Spring 2017	4	100.00%
Summer 2017	2	100.00%
Fall 2017	3	100.00%
Fall 2018	12	100.00%
Spring 2019	12	100.00%

EXAMPLES OF TRANSCRIPTED COURSEWORK DEMONSTRATING THAT EGSC RESIDENCY REQUIREMENTS ARE APPLIED TO ITS GRADUATES

Residency Requirement Reverse Transfer Example: The sample student transcript indicates that the student earned 36 credit hours at EGSC during 2012-14. The student then attended Georgia Southern University from 2014-17 and earned 53 credit hours. The student then completed one course at Columbus Technical College in 2019 and earned 3 credit hours. After leaving the institution in 2014 and earning credits at other colleges, the student transferred back credits sufficient to earn an associate degree. EGSC's residency requirement for an associate degree is 17; the student earned 36 credit hours at EGSC. The student was awarded the Associate of Arts in Core Curriculum in July 2019.

Residency Requirement Prior Learning Assessment Example: The sample student transcript indicates that that EGSC transcribed 3 semester credit hours for International Baccalaureate History and 42 transfer credit hours. The student earned 25 credit hours at EGSC. The

threshold residency requirement for an associate degree is 17. The student was awarded the Associate of Arts in Core Curriculum in July 2017.

On EGSC transcripts, EGSC clearly identifies the category of credit transcribed (ex; transfer credit, competency credit, etc.) and source (name of institution, test or program) of credit. For final transcripts, in addition to transcribed credit, credit hours earned at EGSC and earned credit hours from transfer are stated at the end of the transcript, as well as the degree earned and date. The earned credit hours at EGSC and from transfer represents the Registrar's certification that the 25% credit residency requirement has been met. Transcribed credit examples are below:

Transcribed Credit- Associate Degree- Dual Enrollment Student – Credit Earned by Advanced Placement – Associate degree student must earn 60 hours; at least 17 must be at EGSC. The transcript indicates EGSC transcribed 16 hours from Advanced Placement.

Transcribed Credit – Associate Degree – International Baccalaureate Credit- The transcript indicates EGSC transcribed 3 credit hours for English Composition I from International Baccalaureate.

Transcribed Credit- Baccalaureate Degree Student - Transfer of Credit, Competency Credit, Hours Earned – Baccalaureate degree student must earn 120 hours; at least 30 must be at EGSC. The transcript indicates EGSC transcribed 49 credit hours in transfer, accepted 7 credit hours in competency credit (CLEP), and the student earned 45 hours at EGSC. The student earned Bachelor of Science July 22, 2019.







Transcribed Credit – Baccalaureate Degree Student – PLA Credit Baccalaureate degree student must earn 120 hours; at least 30 hours must be earned at EGSC. The sample transcript indicates that EGSC transcribed 34 credit hours in transfer and accepted 4 Prior Learning Assessment credits (identified as competency credits on the transcript). The student earned 60 hours at EGSC and earned a Bachelor of Science May 2019.

CONCLUSION

At least 25% of the credit hours required for any undergraduate degree at EGSC, associate and baccalaureate, must be earned through instruction offered by EGSC. EGSC monitors compliance with this requirement and implements this requirement as demonstrated by the above examples.

Sources

-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 53)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 54)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 61)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 72)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 74)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 75)
-  EGSC Graduation Audit Procedures
-  EGSC Prior Learning Assessment Policy
-  EGSC Registrar Graduation Webpage
-  EGSC Registrar's Webpage Transfer Credit

-  Residency Requirement Example Prior Learning Assessment
-  Residency Requirements Example Reverse Transfer
-  Transcribed Coursework - AA-Advanced Placement Example
-  Transcribed Coursework Baccalaureate CLEP and Transfer Example
-  Transcribed Coursework Baccalaureate PLA Credit Example
-  Transcribed Coursework- AS- International Baccalaureate Example

9.5

Institutional Credits for a Graduate/Professional Degree

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) is designated by the Board of Regents (BOR) of the University System of Georgia (USG) as an associate-dominant bachelor's select institution. EGSC is not authorized to offer graduate or post-baccalaureate degrees. This section is not applicable to EGSC.

9.6

Post-Baccalaureate Rigor and Curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) is designated by the Board of Regents (BOR) of the University System of Georgia (USG) as an associate-dominant bachelor's select institution. EGSC is not authorized to offer post-baccalaureate professional degree programs or graduate programs. This section is not applicable for EGSC.

9.7

Program Requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) defines and publishes clear, concise requirements for the completion of its degree programs (associate of arts or science, bachelor of arts or science), its certificate program (Digital Photography Certificate), and its Transfer Pathways. EGSC does not offer graduate or post-baccalaureate professional programs.

PUBLICATION OF REQUIREMENTS FOR EACH OF EGSC'S UNDERGRADUATE PROGRAMS

Publication in EGSC Catalog

Program requirements for all EGSC undergraduate programs are published online in the EGSC Catalog. The degree program completion requirements are described and published in the EGSC 2019-20 Catalog in the following sections:

- Graduation requirements, page 53-55;
- Associate degree programs and Transfer Pathways, page 62-72;
- Bachelor's degree programs, page 73-76;
- Core Curriculum requirements, page 63.

EGSC Webpages Concerning Each Program

In addition to the Catalog, each EGSC degree program also has a comprehensive dedicated webpage listing required program curriculum and program maps. (See EGSC Associate Degree in Art webpage and Bachelor's Degree in Biology webpage)

The Academic Affairs staff manages the EGSC Catalog and webpages, in coordination with the Registrar, and publishes the EGSC Catalog annually. Because the catalogs and degree program webpages are available online, prospective students have 24/7 access to all the requirements for successful degree program completion prior to making an enrollment decision.

Selection of a specific degree links the student to the webpage for the specific degree program curriculum. See above example of navigation from the Academics tab to Associate of Arts link to webpage for a specific degree program: Associate of Arts in Art.

Individual Course Syllabi

Related structures such as learning outcomes, that are necessary for completion of all education program requirements, are mandated to be categorized and described in each class syllabus. For example, within the contents of EGSC syllabus template, specific competencies such as critical thinking, communication, cultural awareness, and physical fitness are required to be included.

EGSC Publication of Requirements Conforms to Commonly Accepted Standards

The published program requirements described above are similar in content when compared to other University System of Georgia (USG) state colleges' published degree requirements. See examples of graduation requirement pages contained in published catalogs: Dalton State College; South Georgia State College; Georgia Highlands College.

Examples of Program Requirements for Undergraduate Programs Published in EGSC Catalog

The following is a representative sample of how degree program requirements are published in the 2019-20 EGSC Catalog:

Associate of Arts in Art, EGSC 2019-20 Catalog, pages 63-64 (core curriculum for associate of arts) and EGSC 2019-20 Catalog, page 66 (disciplinary courses specific to the degree). See excerpt below:

Areas of Disciplinary Distinction

ART			
Advising School:			
Humanities Total hours: 18			
Required:			15 hours
	ART 1010	Drawing I	3
	ART 2011	Drawing II	3
	ART 1020	Two Dimensional Design/Color Theory	3
	ART 1030	Three Dimensional Design	3
(Choose One)			
	ART 2030	Art History I	3
	ART 2031	Art History II	3
Guided Electives:			
(Choose One) 3 hours			
	ART 2050	Painting	3
	ART 2060	Pottery	3
	ART 1080	Smart Phone Photography	3
	ART 1088	Digital Photography I	3
	ART 2088	Digital Photography II	3
	ART 2030	Art History I	3
	ART 2031	Art History II	3

Associate of Science in Biology, EGSC 2019-20 Catalog, pages 69-70 (core curriculum for associate of science) and EGSC 2019-20 Catalog page 71 (disciplinary courses specific to the degree). See excerpt below:

Areas of Disciplinary Distinction – Associate of Science Degree

BIOLOGY			
Advising School:			
Math and Science Total hours: 21			
Required:			12 hours
	BIOL 1107	Principles of Biology I	4
	BIOL 1108	Principles of Biology II	4
	CHEM 1211	Principles of Chemistry I	4
Required Electives: 8 hours			
	BIOL 2611	Microbiology	4
	CHEM 1212	Principles of Chemistry II	4
Carryover from Area D* 1 hour			
NOTE:			
To carry over an hour from Area D, students should take MATH 1113, Pre-Calculus, in Area A as a pre-requisite to MATH 1540, Calculus I for the math requirement in Area D. A strong high school background in mathematics and sufficient aptitude are necessary to follow this path. Otherwise, the students should be encouraged to take MATH 1111 before attempting MATH 1113, which results in additional hours.			

Bachelor of Arts in Fire and Emergency Services Administration, EGSC 2019-20 Catalog, pages 74-75. See excerpt below:

Bachelor of Arts in Fire and Emergency Services Administration

The Fire and Emergency Services Administration (FESA) Bachelor of Arts degree program is designed to create a career pathway for firefighters, emergency services personnel and others interested in public affairs management. While the courses will be based out of the Swainsboro Campus, the program will be delivered in an online format to meet the complex scheduling demands of fire and emergency services personnel. Fire service, emergency service, disaster preparedness and public management courses are blended into a vibrant and exciting degree program that will advance student knowledge and professional expertise. The program has been recognized by the Fire and Emergency Services Higher Education (FESHE) Initiative at the National Fire Academy, the nationally recognized standard in fire and emergency services education curriculum. Courses taken will be in three areas: Required FESA courses, Required Elective Courses in the FESA field and Guided Electives. Electives allow for training to focus on specific career objectives.

General Requirements: Core Areas *A, B, C, D, and E (above) 42 hours		
Area F		18 hours
Additional Institutional Requirements		4 hours
	HLTH 2051 Health	2
(Choose two)*		
	HLTH 2181 First Aid	1
	PHED XXXX *Please refer to the 'Course Descriptions' section for a listing of all activity courses	1
*Students may choose to take 2 physical activity courses or they may choose to take 1 physical activity course and First Aid (HLTH 2181).		
Required FESA Courses		
		36 hours
	FESA 3101 Fire & Emergency Serv. Administration	3
	FESA 3102 Fire Prev. Organ & Management	3
	FESA 3103 Ethics in Public Service	3
	FESA 3104 Community Risk Reduction	3
	FESA 3105 Emergency & Disaster Planning	3
	FESA 3106 Fire Analysis & Investigation	3
	FESA 3107 Adv. Prin. in Fire & Emergency Services Safety	3
	FESA 4101 Political & Legal Foundations of Fire Protection	3
	FESA 4102 Applications of Fire Research	3
	FESA 4203 Capstone in Fire & Emergency Services	3
	POLS 4300 Public Budgeting & Decision Making	3
	POLS 4890 Public Personnel Management	3
Guided Electives		
		12 hours
(Choose four)		
	FESA 3108 Managerial Issues in Hazardous Materials	3
	FESA 3109 Advanced Strategies & Tactics for FESA	3
	FESA 3110 Natural Disaster Management	3
	FESA 3111 Fire-Related Human Behavior	3
	FESA 4201 Seminar in Fire and Emergency Services	3
	FESA 4202 Practicum	3
Additional Guided Electives		
		12 hours
Courses to be determined at the discretion of the program director.		
		Total 124 hours

Bachelor of Science in Biology, [EGSC 2019-20 Catalog, page 73](#). See excerpt below:

Bachelor of Science in Biology

General Requirements: Core Areas *A, B, C, D, and E (above) 42 hours

Note: Biology majors are required to take MATH 1113 in core area A and MATH 1540 in core area D.

Area F			18 hours
	BIOL 1107	Principles of Biology I	4
	BIOL 1108	Principles of Biology II	4
	CHEM 2411	Organic Chemistry I	4
	CHEM 2412	Organic Chemistry II	4
	SCIE 1101	Science in Society	1
*Carryover from Area D (Math 1540)			1
Additional Institutional Requirements			4 hours
	HLTH 2051	Health	2
(Choose two)*			
	HLTH 2181	First Aid	1
	PHED XXXX	*Please refer to the 'Course Descriptions' section for a listing of all activity courses	1
*Students may choose to take 2 physical activity courses or they may choose to take 1 physical activity course and First Aid (HLTH 2181).			
Required Biology Courses			26 hours
	BIOL 3500	Ecology	4
	BHCM 3100	Biochemistry	4
	BIOL 3200	Genetics	4
	BIOL 3400	Cell Biology	4
	BIOL 3460	Plant Biology	4
	BIOL 4550	Professional Skills for Biologist	3
(Choose one)			
	BIOL 4500	Undergraduate Research Project	3
	BIOL 4800	Internship	3
**Students may take a maximum of 6 credit hours for BIOL 4500 and a maximum of 3 credit hours for BIOL 4800.			
Other Required Courses			11 hours
	PHYS 2211	Physics I: Classical Mechanics	4
	PHYS 2212	Physics II: Electricity, Magnetism, Optics	4
	MATH 1401	Elementary Statistics	3
General Biology Electives			8 hours
(Choose two from the following)			
	BIOL 3300	Advanced Microbiology	4
	BIOL 3600	Zoology	4
	BIOL 3650	Terrestrial Ecology	4
	BIOL 3750	Vertebrate Zoology	4
	BIOL 4410	Industrial Microbiology	4

	BIOL 4750	Environmental Toxicology	4
Additional Electives			15 hours
One elective must have a BIOL or BHCM prefix. Six hours must be 3000-4000 level.			
			Total 124 hours

Total**hours: 124**

Bachelor of Science in Nursing (RN-BSN Bridge), EGSC 2019-20 Catalog, pages 75-76.
See excerpt below:

Bachelor of Science in Nursing (RN-BSN Bridge)

General Requirements: Core Areas *A, B, C, D, and E 42 hours			
**Note: Nursing majors are required to take MATH 1401 in core Area D with a sequence of two, four-hour lab sciences (Biology, Chemistry, or Physics).			
Area F			18 hours
Required Courses			
	BIOL 2511	Anatomy and Physiology I	4
	BIOL 2512	Anatomy and Physiology II	4
	BIOL 2611	Microbiology	4
	PSYC 2103	Introduction to Human Development	3
Elective (Choose one)			
	SOCI 1101	Introduction to Sociology	3
	SOCI 1160	Introduction to Social Problems	3
	SOCI 2293	Introduction to Marriage and Family	3
Previous Associate of Science in Nursing Degree			30 hours
Required Nursing Courses			30 hours
	NURS 3101	Transition into Professional Nursing	3
	NURS 3102	Health Assessment	4
	NURS 3103	Nursing Research: Introductory Evidence-Based Practice	3
	NURS 3104	Health Promotions in Communities	5
	NURS 4115	Professional Nurse as Leader-Designer-Manager-Coordinator	5
	NURS 4116	Ethics in Nursing	3
	NURS 4117	Current Trends, Issues & Interventions: Best Clinical Practices in Nursing	7
			Total 120 hours

EGSC'S DEGREE REQUIREMENTS CONFORM TO COMMONLY ACCEPTED STANDARDS AND PRACTICES

All of EGSC's degree requirements must first be approved through faculty governance (See narrative for Section 10.4 of this Compliance Certification). Changes to program requirements follow the curriculum review process, which requires the changes to be examined at multiple

levels including departmental review, EGSC Academic and Policies Curriculum Committee and the EGSC Faculty Senate before advancing to the Vice President for Academic and Student Affairs and to the President.

In addition, EGSC is a member institution of the USG whose governing body is the Board of Regents (BOR). Following internal approval, all undergraduate degree programs must be reviewed by the Academic Affairs Division of the USG and approved by the BOR. Subsequently, all programs must undergo comprehensive program review periodically. See USG Academic & Student Affairs Handbook, Section 2.3.2, New Academic Programs, which sets forth the process and requirements for degree program approval. (See BOR Policy Manual, Section 3.6.3)

The BOR Policy further requires all academic programs to periodically undergo the comprehensive program review process. This rigorous process is defined by USG policy. (See Academic and Student Affairs Handbook, Comprehensive Program Review, Section 2.3.6) In addition to these processes concerning discipline-specific degree requirements, continued conformity of the EGSC Core Curriculum with commonly accepted standards and practices is ensured by the administration of the Core Curriculum at the USG level through the USG General Education Council. EGSC's Core Curriculum was developed under the guidelines of BOR Policy Manual, Section 3.3.1, Core Curriculum. The guidelines and the framework of the BOR policy on Core Curriculum were developed with the goal of allowing institutions some flexibility in defining learning outcomes while ensuring that the Core Curriculum completed at one USG institution is fully transferable to another USG institution. Any changes to the Core Curriculum require the Council on General Education's approval.

In addition to institutional and System approval, EGSC's nursing program must meet program requirements set by the Georgia Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN). (See Standard 14.4 for additional information on EGSC's college and program-specific accreditations.)

NON-DEGREE PROGRAMS AT EGSC

EGSC offers two non-degree programs: The CHOICE Program for Inclusion and Digital Photography Certificate. Both programs are published in the 2019-20 Catalog and each has a program webpage.

The CHOICE program for Inclusion is a two-year, non-degree college inclusion program that received approval as a Comprehensive Transition Program (CTP) in Spring 2017 by the U.S. Department of Education. Students who complete the program can earn an EGSC Certificate of Accomplishment in Work Readiness Skills (Continuing Education credential). Students with an intellectual disability may receive funding from the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and Federal Work-Study. Student participants audit traditional courses, complete specialized CHOICE courses and participate in job shadowing/internship experiences on and off campus to support career exploration and development of employment skills. Upon successful completion of the program requirements, participants are eligible for the CHOICE Certificate of Accomplishment in Work Readiness Skills. The program is categorized under BOR Policy 4.2.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree. The requirements for the certificate are published on the EGSC CHOICE Program for Inclusive Learning webpage and general information is published in the 2019-2020 Catalog page 11.

The Certificate in Digital Photography is intended for Art students who want to earn a unique credential and for photography enthusiasts who want to learn more about the technical aspects of modern photography. Program outcomes include:




















1. Students should be able to demonstrate an understanding of process and knowledge related to the elements and principles of photography.
2. Students should be able to recognize and articulate key periods of photography, works of prominent photographers and key elements of framing an image.
3. Students should be able to demonstrate an understanding of process and materials in the area of digital photography.
4. Students should be able to analyze and use constructive criticism to assess photographs in a written and verbal format.









Advised by the School of Humanities and Social Sciences, the program requires 18 credit hours of study and may be completed in two semesters. Completion information is published on the [EGSC Certificate in Digital Photography webpage](#) and in the [2019-2020 EGSC Catalog on page 61](#).

CONCLUSION

EGSC publishes requirements for its undergraduate programs online in its Catalog, as well as on webpages of the college dedicated to each degree program. These requirements are vetted internally through the college's Academic Policies and Curriculum Committee, Faculty Senate and President. Following this internal approval, these requirements are vetted through the USG Academic Affairs staff and the BOR. Once approved, degree programs are periodically reviewed through the USG comprehensive review process. This rigorous and continual review ensures that EGSC's degree program requirements conform to commonly accepted standards and practices for degree programs.

Sources

-  BOR 3.6.3 Comprehensive Program Review Policy
-  BOR Academic and Student Affairs Handbook 2.3.2 New Academic Programs
-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 11)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 53)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 61)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 62)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 63)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 66)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 69)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 71)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 73)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 74)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 75)
-  EGSC AA Art Webpage
-  EGSC Academic Policies and Curriculum Committee
-  EGSC BS Biology Webpage
-  EGSC CHOICE Program for Inclusive Learning Webpage
-  EGSC Certificate in Digital Photography - East Georgia State College

-  EGSC Faculty Handbook CAB 2-18-2020 (Page 45)
-  EGSC Faculty Senate
-  Graduation Requirements Example - Dalton State College
-  Graduation Requirements Example -Georgia Highlands College
-  Graduation Requirements Example -South Georgia State College Catalog
-  USG ASA Handbook 2.3.6 Comprehensive Program Review
-  USG BOR Policy 3.3 Curriculum
-  USG General Education Council

10.1

Academic Policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes, implements and disseminates its academic policies. All of these policies are published, implemented and disseminated in accordance with the policies established by the Board of Regents (BOR) of the University System of Georgia (USG) found in the BOR Policy Manual and the USG Academic and Student Affairs Handbook. All of these policies adhere to good educational practice and accurately represent EGSC's academic programs and services.

MISSION OF EGSC DRIVES ITS ACADEMIC POLICIES

Prior to the adoption and implementation of academic policies, EGSC administration and faculty governance bodies review the BOR and USG policy to ensure that proposed EGSC academic policies are consistent with BOR and USG academic policy and consistent with the mission and the academic needs of EGSC. The mission of EGSC drives its academic policies and program direction.

East Georgia State College Mission

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC Webpage, Mission - Accreditation](#))

As mandated by its mission, EGSC offers primarily associate degrees and transfer pathways to prepare students in occupation related fields. Targeted bachelor's degree programs are offered in areas of local and regional needs such as Biology, Nursing and Fire and Emergency Services Administration. Programs targeted to expand educational credentials of working populations, such as Nursing and Fire and Emergency Services Administration are offered in a convenient on-line format. An associate of Arts is also offered in an on-line format. The academic policies discussed in this section govern those academic programs.

Two examples of EGSC academic policies enacted to respond to EGSC's mission and its student needs are provided below:

1. Early alert policy.
2. Academic advising plan for athletes.

The Early Alert Policy was implemented to address low success rates in Area A gateway courses and other core curriculum courses that are linked to non-attendance. The Early Alert Policy requires faculty to track attendance and send an early alert message to the student, his/her advisor and to a retention team comprised of faculty and student support staff. A member of the retention team then reaches out to the student with two days to address any issues that are preventing the student's success. (See [EGSC Academic Policies Curriculum Change Proposal for Early Alert Policy](#).)

The Academic Advising Plan for Athletes was implemented to ensure that a student athlete received advisement from an advisor with knowledge and expertise in the student's field of study. Student athletes are assigned a specific advisor based on his or her declared major. Student athletes with general education or core curriculum majors will be assigned faculty who currently advise such students. Advisors are assigned by the Vice President for Academic and Student Affairs and coordinated by the Assistant Director of the Learning Commons and Military Resource Center who also has responsibility for athletic advisement. Advisors are required to receive training to provide the best possible advisement and maintain integrity. See [EGSC Academic Policies Curriculum Change Proposal for Academic Advising Plan for Athletes](#).

EGSC HAS A CLEARLY ESTABLISHED GOVERNANCE PROCESS FOR ADOPTION OF ALL ACADEMIC POLICIES

Academic policies are developed, recommended and approved through the [Academic Policies and Curriculum Committee \(APCC\)](#) (See [Faculty Senate Bylaws, Section 2.1.1](#)); [Faculty Senate](#) (See [EGSC Statutes, Section 5.a, page 12](#)) and the President, and subsequently published on the college's Policies and Procedures webpage (See [EGSC Policy and Governance Approval Procedures](#) and [Policy and Procedures webpage](#)).

The first review of proposed academic policies is by the APCC who then makes a recommendation to the Faculty Senate for review.

The purposes of the Academic Policies and Curriculum Committee (APCC) are to establish the academic goals and maintain high quality academic standards of the College and to assure that the curriculum meets emerging needs of the college community, meets accreditation standards, and complies with USG policies and procedures. Its functions are to recommend policies and procedures as necessary and proper to accomplish its purposes; study and enumerate the academic goals of the college, make recommendations to the faculty on matters of academic policy; and recommend approval of courses and programs of study pursuant to its policies and procedures.

(See [EGSC Faculty Senate Bylaws, Section 2.1.1](#))

The APCC is comprised of the Vice President for Academic and Student affairs, Deans, one faculty member of each academic school, and the President of the Student Government Association. The APCC is a standing committee of the Faculty Senate and its purpose, function and membership, meeting agenda, minutes, and proposals are published on the [EGSC Faculty Senate webpage](#).

After review and approval by APCC, the academic policy is referred to the Faculty Senate for review. According to the [EGSC Faculty Senate Bylaws](#), the function of the Faculty Senate is to serve in an advisory capacity to the President in all matters of import to faculty and matters referred to it by the President.

In keeping with the mission of East Georgia State College, the definitions above, the purpose of the Faculty Senate as included in the Faculty Handbook, and the principles of shared governance, and to encourage excellence in teaching, service, and professional development through the free exchange of ideas among the Faculty, students, and staff

of East Georgia State College, the duties of the East Georgia State College Faculty Senate will include, but not be limited to, the following:

- To study, discuss, and recommend institutional objectives, policies, and procedures;
- To represent and advocate the concerns of the Faculty;
- To maintain communication between the Faculty and the administration;
- To make recommendations to the President as to the development, welfare, and morale of the Faculty;
- To conduct research and review on matters of importance to the Faculty and the general welfare of the College, including forming and charging committees;
- To maintain communication with Staff Council, Academic Affairs, and the President's Cabinet;
- To review and introduce changes in policy;
- To review and recommend College action with regard to changes in the world of higher education;
- To foster a cooperative spirit within College governance; and
- To support Faculty efforts to respect and preserve academic freedom at East Georgia State College.

(See [EGSC Faculty Senate Bylaws Section 1.3](#))

The Faculty Senate is comprised of seven members: two representatives elected from each division, at least one representative must hold tenure; one representative from each campus; and one at-large tenured representative elected by the entire membership. (See [EGSC Faculty Senate Bylaws, Section 1.1](#))

Upon adoption by the Faculty Senate, the action of the Faculty Senate is advisory to the College President. Faculty Senate bylaws, Code of Ethics, and meeting minutes are published on the [EGSC Faculty Senate webpage](#).

As policies move through the EGSC governance bodies, as described above, a routing sheet accompanies the policy document to track versions at the various stages of revision and approval. After a policy has moved through governance and is approved, the routing sheet is forwarded to the Legal Counsel/Chief of Staff for publication of the policy.

Two examples of the use of this Routing Sheet to track policies as they move through the governance process are provided below.

- An example documenting this process is the approval of the Drop and Withdrawal Policy. The policy was first proposed to and approved by the APCC in its [June 7, 2018 meeting](#), referred to and approved by the Faculty Senate in its [June 8, 2018 meeting](#), referred to the President's Cabinet via [email vote](#), approved by the [President's Cabinet](#), and referred to the President. See completed [Routing Sheet](#) with approvals of all governance bodies and the President's approval. The [approved policy](#) was then published on the [Policies and Procedures Webpage](#) as part of the EGSC Faculty Handbook. This policy was adopted in response to shortcomings in the prior policy. The revised policy provided clarification and distinction between drop and withdrawal; its effect on athletics, housing and financial aid; and delineated a clear process for making requests. For EGSC's student population this clarification was essential.
- Another example is the progression of the Credit for International Baccalaureate Courses Policy approved by APCC on [January 3, 2017](#), approved by Faculty Senate on [January 20, 2017](#) approved by President on [January 25, 2017](#), approval dates of all governance bodies affixed to the document and published to the college's policies and procedures page as part of the EGSC Catalog.

ALL ACADEMIC POLICIES ARE PUBLISHED AND DISSEMINATED IN AN ESTABLISHED, CONSISTENT MANNER

Academic policies concerning students are published in the EGSC 2019-20 Catalog, (See [EGSC 2019-20 Catalog, Page 39](#)) the [EGSC Dual Enrollment Manual](#), the Policies and Procedures of the College webpage (See [EGSC Policies and Procedures webpage](#)), and links to select academic policies are duplicated in the EGSC Student Handbook (See [EGSC Student Handbook, beginning on page 7](#)). Students are expected to review the academic policies prior to and during enrollment.

The EGSC catalog adheres to the [USG Academic and Student Affairs Handbook 2.2 Catalog Requirements](#) which mandate that each institution have a catalog with minimum categories of information. The categories are noted below with the corresponding page of the [EGSC 2019-20 Catalog](#):

- General information about the institution, e.g., mission, accreditation, locations and instructional sites, pages 7-12; [EGSC 2019-20 Catalog CAB 2-21-20 \(Page 7\)](#)
- Degrees and certificates offered; [Catalog pages 61-76](#)
- Admissions and enrollment; [Catalog pages 12- 32](#)
- Registration and reentry; [Catalog pages 39 – 52](#); [pages 55- 59](#)
- Academic resources; [Catalog pages 39 - 53](#)
- Policies and disclosures; [Catalog pages 31 – 39](#); [pages 55-59](#)
- Programs of study and required courses; [Catalog 69 - 95](#)
- Student services; [Catalog pages 59- 61](#)
- Course descriptions; [Catalog pages 77-95](#)
- Administration and faculty; [Catalog pages 96 -102](#)
- Graduation requirements; [Catalog pages 53-55](#)

Catalog production also adheres to the [EGSC Procedure for Student Publications \(Catalog and Student Handbook\)](#), in which “EGSC mission is to disseminate current and relevant information each year through the College’s Catalog.” The goal is to provide an updated catalog prior to the first fall orientation each year. The catalog is accessible online, it is reviewed annually by Deans, program directors, department chairs, and the academic leadership, and updated as needed. Links to the College catalog can be found on various pages of the college’s website, which includes, the [Online Education webpage](#), [Registrar’s Office webpage](#), and the [Policy and Procedures webpage](#). Program of study information for academic programs ([Bachelors of Science](#), [Bachelor of Art](#), [Associate of Science with Disciplinary Distinction](#), [Associate of Art with Disciplinary Distinction](#), [Associate of Art in Core Curriculum](#), and [Certificate](#)) are also accessible to students and interested public parties under the Academics tab of the EGSC website for each degree program along with Curriculum sheets and a Two Year Academic Plan for each degree. Degree program webpages are provided later in this narrative.

EGSC ACADEMIC POLICIES ADHERE TO PRINCIPLES OF GOOD EDUCATIONAL PRACTICE

EGSC is a member institution of the USG. As a member institution, all EGSC academic policies must comply with the BOR Policy Manual and the USG Academic Affairs and Student Handbook. This assures that EGSC policies adhere to good educational practice. As stated in the BOR Policy manual:

The Chancellor, the University System Office of Academic Affairs and the University System of Georgia (USG) presidents, their administrative officers and faculties shall develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficient operations and the advancement of learning.

Proper functions of the academic authorities include the following:

1. Prescribing the teaching load to be carried by each member of the faculty;
2. Determining the maximum and minimum number of students permitted in a class; and,
3. Defining the nature and form of academic records to be kept concerning members of the faculties and administrative personnel.

Each USG institution president and his or her administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. USG academic authorities shall choose the appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Each institution must maintain accreditation by the Southern Association of Colleges and ensure that all programs requiring accreditation by law, regulation, or Board of Regents' Policy are appropriately accredited.

(See BOR Policy Manual, Section 3.1.)

Further, the USG has established a system of academic advising committees to assure that its academic policies adhere to good educational practices. As stated in the USG's Academic and Student Affairs Handbook:

The BOR of the University System of Georgia has established an Advisory committee for each academic discipline and administrative function. The purpose of these committees is to advise the BOR on proposed new policies and policy changes. The committees are also instrumental in the planning and execution of policy implementation. These committees meet at least annually with a USG liaison present to hear committee recommendations and to discuss the plans of the University System. The USG liaison is also the principal contact to the committee throughout the year. Membership of these committees is composed of faculty and staff recommended by the Vice President for Academic Affairs and Vice President for Student Affairs from each institution.

The committee selects a chair who serves a term determined by the committee's by-laws.

(See USG Academic and Student Affairs Handbook, Section 1.4)

EGSC is actively represented on these academic advising committees. (See BOR Advisory Committees EGSC Representation)

ONCE ADOPTED, EGSC ACADEMIC POLICIES ARE IMPLEMENTED

Implementation of EGSC Academic policies is demonstrated in the implementation of its graduation requirements. Those graduation requirements are summarized below, followed by examples of implementation of those graduation requirements.

EGSC publishes its associate degree programs and transfer pathways in its Catalog (See EGSC Catalog, pages 61-76). The associate degrees and transfer pathways are consistent with the USG Academic and Student Affairs Handbook Policy 2.4.9 Transfer Rules.

Associate of Arts and Associate of Science Programs: Associate of Arts and Associate of Science degree programs are programs with disciplinary distinction which provide the two years of course work in a discipline area. These degree-programs may also be used as the first two years of course work toward the completion of a

baccalaureate degree at a four-year institution. The programs with disciplinary distinction lead to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree. Students in these degree programs follow the Core Curriculum established by the Board of Regents of the University System of Georgia. The Core Curriculum is designed to facilitate the transfer of credit among the schools within the University System of Georgia. The Core consists of 42 hours. There is an additional Area F requirement of 18-21 hours in the student’s chosen course of study.

To complete all requirements for the Associate of Arts or Associate of Science degree at East Georgia State College, students also complete additional 4 hours of institutional credit (a 2-hour Health Course AND two 1-hour physical activity courses OR a 1-hour physical activity course and a 1-hour First Aid Course.).

The Core Curriculum requirements apply to Bachelor of Arts and Bachelor of Science Degrees.

Area A	9 hours in Basic Skills (English and Mathematics)
Area B	4 hours of Institutional Option Courses
Area C	6 hours of Humanities and Fine Arts
Area D	11 hours Science, Mathematics and Technology
Area E	12 hours Social Science
Area F	18 -21 hours of courses related to disciplinary distinction*

*Area F requirements greater than 18 hours include Biology (21) Chemistry (21 hours) and Mathematics (20 hours).

Transfer Pathways (USG Board of Regents Academic and Student Affairs Handbook 2.4.9): Transfer pathways are programs that provide the first two years of course work toward the completion of a baccalaureate degree at a four-year institution. Transfer pathways lead to an Associate of Arts, Core Curriculum degree. Students in transfer pathways follow the Core Curriculum established by the Board of Regents of the University System of Georgia. The Core Curriculum is designed to facilitate the transfer of credit among the schools within the University System. The Core consists of 42 hours. There is an additional Area F requirement of 18 hours in the student’s chosen course of study:

Area A	9 hours in Basic Skills (English and Mathematics)
Area B	4 hours of Institutional Option Courses
Area C	6 hours of Humanities and Fine Arts
Area D	11 hours Science, Mathematics and Technology
Area E	12 hours Social Science
Area F	18 hours of courses following the Area F designated by the USG for that Transfer Pathway

In order for the student to complete all requirements for the Associate of Arts in Core Curriculum degree, the student must complete an additional 4 hours consisting of: 2-hour Health Course AND (2) 1-hour physical activity courses or a 1-hour physical activity course and a 1-hour First Aid Course.

Graduation Requirements for Degrees are published in the EGSC 2019-20 Catalog (See [EGSC Catalog, pages 53-55](#)).

Graduation Requirements: Associate of Arts or Science

All completed disciplinary distinctions will be represented on the student's academic transcript. A two-year degree will be awarded to students who meet the following requirements:

1. A candidate must complete English 1101 and 1102 course requirements for Area A1 of the core curriculum with a minimum grade of C or higher or must demonstrate proficiency on the CLEP test for ENGL 1101. A candidate must complete ENGL 1102 core requirement for Area A1 of the core curriculum with a grade of C or higher.
2. A candidate must complete Mathematic course requirement for Area A2 of the core curriculum with a minimum grade of 'C' or higher.
3. Satisfy core curriculum Areas A-E (42 credit hours) and all Area F requirements specific to the major (18-21 credit hours).
4. Satisfy the institutional requirements of one health, and two physical education/first aid courses (4 hours).
5. Complete requirements for the History and Constitution of the United States and Georgia as required by the State of Georgia. They may be met by completing American Government, POLS 1101 and one of the two Survey of U.S. History courses, HIST 2111/2112.
6. Must satisfy Regents' Reading and Writing Skills Requirements with a grade of A, B or C in ENGL 1101 & ENGL 1102.
7. Must meet the residency requirement by earning a minimum of 17 semester hours at East Georgia State College.
8. Must demonstrate proficiency in oral communication by completing COMM 1100 (Public Speaking) or COMM 1010 (Interpersonal Communication), or ENGL 1104 (Introduction to Business and Technical Communication) in Area B of the core curriculum.
9. Must have a minimum 2.0 graduation GPA.
10. The formal approval of faculty.

NOTE: Courses used to satisfy required high school curriculum (RHSC) requirements may be used to satisfy graduation requirements.

Graduation Requirements bachelor's degrees:

Bachelor of Science in Biology; [EGSC 2019-20 Catalog Page 53](#)

Bachelor of Arts in Fire and Emergency Services Administration; [EGSC 2019-20 Catalog Page 54](#)

Bachelor of Science in Nursing RN-BSN Bridge; [EGSC 2019-20 Catalog Page 54](#)

Curriculum Requirements for each associate degree including associate degrees with disciplinary distinction, transfer pathways, reverse transfer and bachelor degree programs are published in the [EGSC 2019-20 Catalog](#) and on the respective program webpages as noted below. Each degree program webpage contains a link to the core curriculum.

Curriculum Requirements: Associate of Arts	AA Art Webpage AA Communication Arts Webpage AA Criminal Justice Webpage AA Elementary Education Webpage* AA English Webpage AA FESA Webpage AA History Webpage AA Political Science Webpage AA Psychology Webpage AA Sociology Webpage AA Core Curriculum
Curriculum Requirements: Associate of Science	AS Biology Webpage AS Business Administration Webpage AS Chemistry Webpage AS Mathematics Webpage AS Recreation Webpage
Curriculum Requirements: Bachelor of Science in Nursing – RN-BSN Bridge	Bachelor of Science in Nursing RN-BSN Bridge Webpage
Curriculum Requirements: Bachelor of Science in Biology	Bachelor of Science in Biology Webpage
Curriculum Requirements: Bachelor of Arts in Fire and Emergency Services Administration (FESA)	Bachelor of Arts in Fire and Emergency Services Administration Webpage
Transfer Pathway	AA-Core Curriculum Webpage
Reverse Transfer	Reverse Transfer Application

Elementary Education - The Georgia Professional Standards Commission sets the Educator Certification and Educator Preparation rules including the field names. On July 1, 2019 GAPSC changed the name of Early Childhood Education to Elementary Education. See [GAPSC Elementary Education Name Change 7-1-19](#).

In addition to the catalog and webpage, a print version of the [EGSC Orientation Booklet](#) is distributed to new students at each mandatory New Student Orientation. The booklet contains information about degrees, academic programs, and general education requirements, with links to the catalog, student handbook, forms and other valuable information. Degree Works, an interactive software, provides all enrolled students access to degree, academic program, and general education requirements for his or her respective degree program; see example in [Degree Works Student Record](#). Degree works is utilized as EGSC’s academic advising and degree audit system. Students can view their current academic plan, view future courses needed in their respective degree program and graduation requirements.

Academic policy implementation is illustrated in the enforcement of policy requirements for graduation as documented in the student transcript and the student’s graduation application for his or her specific degree program. The Application for Graduation is completed by the student and his or her faculty advisor, signed by the faculty advisor, approved and signed by the Dean, and is submitted to the Registrar for review and certification that the student has met all graduation requirements.

- A sample student transcript for AA in Core Curriculum and the sample student Application for Graduation, indicates that the student met requirements 1-9 for an associate’s degree as indicated above:

1. Completed English 1101, English 1102 – Area A1 -with minimum grade of C (student earned B in each);
2. Completed Mathematics 1111 College Algebra- Area A2- with minimum grade of C (student earned C);
3. Satisfied Core Curriculum and Area F (60 hours) See Sample Student Application for Graduation AA in Core Curriculum for credit hours earned by student in Area A - F
4. Satisfied Institutional Requirements (4 hours required/earned 5): one health, and two physical education/first aid courses – 4 hours with HLTH 2051 Health (2hrs), PHED 1071 Fitness Walking (1hr), PHED 1141 Weight Training (1hr), PHED 1221 Introduction to Disc Golf (1hr)
5. Completed requirements for US History and US and Georgia Constitution: POLS 1101 American Government, HIST 2111 US History to 1865
6. Satisfied Regents Reading and writing Skills Requirements with grade of A, B or C in ENGL 1101 and ENGL 1102: student earned B in each course
7. Met residence requirement by earning 17 semester hours at EGSC; student earned 70 credit hours at EGSC
8. Demonstrated proficiency in oral communication by completing COMM 1100 (Public Speaking) or COMM 1010 Interpersonal Communication: student completed COMM 1100
9. Minimum GPA 2.0: student graduated with 2.74 GPA.

See Graduation Requirements Example Associate of Art in Core Curriculum

- A sample student transcript and graduation application for a Bachelor of Science in Biology degree indicates that the student met requirements for Bachelor of Science degree as stated below:

1. Completed English 1101, English 1102 – Area A1 with minimum grade of C (student earned A and B, respectively);
2. Completed Mathematics 1113 (required for Biology major) with minimum grade of C;
3. Satisfied Core Curriculum Areas A-F;
4. Satisfied Institutional Requirements (4 hours required/earned 4): one health, and two physical education/first aid courses – 4 hours with CATS 1101 Critical and Academic Thinking for Success 1 credit hour (earned C) and Communications 1110 Public Speaking 3 credit hours (earned B).
5. Completed requirements for US History and US and Georgia Constitution: POLS 1101 American Government, HIST 2111 US History to 1865 (earned B in each)
6. Satisfied Regents Reading and writing Skills Requirements with grade of A, B or C in ENGL 1101 and ENGL 1102: student earned A and B, respectively;
7. Met residence requirement by earning 31 semester hours at EGSC; student earned 76 credit hours at EGSC
8. Demonstrated proficiency in oral communication by completing COMM 1100 (Public Speaking) or COMM 1010 Interpersonal Communication: student completed COMM 1100
9. Met Required Biology, Physics and Math courses and electives;
10. Minimum GPA 2.0: student graduated with 2.76 GPA.

See EGSC Graduation Requirement Example AS and BS Biology

In addition to the above examples of the application of EGSC academic policy concerning graduation requirements, the following example demonstrates that academic policy implementation is a coordinated process requiring cooperation of academic and administrative offices. An example of academic policy implementation is illustrated with a student hardship withdrawal request. The EGSC Drop and Withdrawal Policy requires that the student seeking a hardship withdrawal complete the request form and submit the form and supporting

documentation to the Vice President for Academic and Student Affairs. In Spring 2019, a student completed the Request for Hardship Withdrawal form and provided supporting documentation concerning the student's medical crisis to the Vice President for Academic and Student Affairs. After review, the Vice President for Academic and Student Affairs approved the request, acknowledging receipt of sufficient supporting documentation prior to the deadline. The Registrar's office entered the hardship withdrawal into the student's record indicating a "W" for each course in which the student was enrolled in Spring 2019. (See [Complete Documentation for the Request for Hardship Withdrawal](#).)

APPLICATION OF EGSC'S ACADEMIC POLICIES TO ITS DISTANCE LEARNING STUDENTS, DUALY ENROLLED STUDENTS AND STUDENTS AT OFF-CAMPUS INSTRUCTIONAL SITES

All academic policies apply to all programs and locations, including dual enrollment, unless otherwise specified, regardless of the delivery method of program. As stated on the Policies and Procedures webpage:













"All college policies and procedures unless expressly stated otherwise, apply to all faculty and staff; all students, regardless of instructional delivery mode; the EGSC Swainsboro, Statesboro and Augusta locations; and all EGSC events, regardless of location."






































(See [EGSC Policy and Governance Approval Procedures](#); See, also, [EGSC Dual Enrollment Manual](#))

CONCLUSION

All of those policies are adopted through EGSC's governance process. Once adopted, those policies are published in a manner which accurately represents EGSC programs and services on the college's policies and procedures website and in its catalog. As such, the policies are available to all faculty, staff and students. EGSC's adherence to BOR policies, participation in the USG system of academic advisory committees and adherence to its own governance process assure that these policies are consistent with good education practice. Once adopted, these policies are in fact implemented as demonstrated by the examples above.

Sources

-  Application for Graduation - AA Core Curriculum- Sample
-  Associate of Arts with Disciplinary Distinction Webpage
-  Associate of Science with Disciplinary Distinction Webpage
-  Degree Works Student Record
-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 12)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 31)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 39)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 53)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 54)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 55)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 59)

-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 61)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 69)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 7)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 77)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 96)
-  EGSC AA Art Webpage
-  EGSC AA Communication Arts
-  EGSC AA Core Curriculum Webpage
-  EGSC AA Criminal Justice Webpage
-  EGSC AA Elementary Education Webpage
-  EGSC AA English Webpage
-  EGSC AA Fire and Emergency Services Administration Webpage
-  EGSC AA History Webpage
-  EGSC AA Political Science Webpage
-  EGSC AA Psychology Webpage
-  EGSC AA Sociology Webpage
-  EGSC AS Biology Webpage
-  EGSC AS Business Administration Webpage
-  EGSC AS Chemistry Webpage
-  EGSC AS Mathematics Webpage
-  EGSC Academic Policies and Curriculum Committee
-  EGSC Academic Policies and Curriculum Committee Proposal for Academic Advising Plan for Athletes
-  EGSC Academic Policies and Curriculum Committee Proposal for Early Alert Policy
-  EGSC Associate of Science in Recreation Webpage
-  EGSC BA Fire and Emergency Services Administration Webpage
-  EGSC BS Biology Webpage
-  EGSC Certificate in Digital Photography - East Georgia State College
-  EGSC Drop and Withdrawal Policy
-  EGSC Dual Enrollment Manual
-  EGSC Faculty Senate Bylaws 2-7-20
-  EGSC Faculty Senate Bylaws 2-7-20 (Page 2)
-  EGSC Faculty Senate Bylaws 2-7-20 (Page 6)
-  EGSC Faculty Senate Webpage
-  EGSC Graduation Requirements Example AS and BS Biology
-  EGSC Mission Statement Webpage
-  EGSC New Student Orientation Booklet 2019
-  EGSC Online Education Webpage

-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC Procedure for Student Publications
-  EGSC Regents Advisory Committee Representation 2019
-  EGSC Registrar's Office Webpage
-  EGSC Reverse Transfer Application
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 12)
-  EGSC Student Handbook 01-10-2020
-  EGSC Student Handbook 01-10-2020 (Page 7)
-  EGSCRN-BSN Bridge Webpage
-  Example Hardship Withdrawal Record
-  Faculty Senate Webpage
-  GAPSC Elementary Education Name Change 7-1-29
-  Governance Example Credit for IB Courses Routing Form President's Approval 1-25-17
-  Governance Example Credit for IB Courses Faculty Senate Meeting Minutes January 20, 2017
-  Governance Example Credit for IB Courses APCC Meeting Minutes 1-3-17
-  Governance Example Drop and Withdrawal Policy Faculty Senate Meeting Minutes June 8, 2018
-  Governance Example Drop and Withdrawal Policy APCC Meeting Minutes June 7, 2018
-  Governance Example Drop and Withdrawal Policy President's Cabinet Meeting Minutes June 26, 2018
-  Governance Example Drop and Withdrawal Policy Routing Sheet -President's Approval June 15, 2018
-  Governance Example Drop and Withdrawal Policy President's Cabinet Email Vote June 13, 2018
-  Graduation Requirements Example Associate of Arts in Core Curriculum
-  USG ASA Handbook 2.2 Catalog Requirements
-  USG Academic & Student Affairs Handbook 1.4 Advisory Committees
-  USG Academic and Student Affairs Handbook 2.4.9 Transfer Rules
-  USG Board of Regents Advisory Committees EGSC Representatives
-  USG Board of Regents Policy 3.1 General Policy on Academic Affairs

10.2

Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) makes its current academic calendars, grading policies, cost of attendance, and refund policies available to prospective students, current students, and the public. These are available online on the EGSC website.

CURRENT ACADEMIC CALENDAR

EGSC's Academic calendar system is published per the BOR Policy Manual:

The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations.

All USG institutions, except for the Medical School and Dental School at Augusta University and the College of Veterinary Medicine and School of Law at the University of Georgia, shall begin and end classes for the fall semester and spring semester within the prescribed periods outlined in the Academic & Student Affairs Handbook. Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one day.

The President of a USG institution or his or her designee has the authority to set the Academic Calendar for the institution within the parameters of this policy. Requests for exceptions to this policy must be submitted in writing by the President of the institution and approved in writing by the USG Chief Academic Officer.

(See [BOR Policy 3.4.2 Uniform Academic Calendar](#); See also [USG Academic and Student Affairs Handbook Policy 2.1 Uniform Calendar](#)).

As an example of the implementation of this policy, EGSC added a "Fall Break Semester" for the first time in late 2019. A request was submitted by EGSC to the USG Executive Vice Chancellor and Chief Academic Officer and was approved. (See [Letter to USG Chief Academic Officer and response approving that request](#))

The policy requires that the academic calendar consists of two semesters each consisting of at least 15 weeks of instructional time, not including registration or final exams. The earliest beginning date and ending date for each institution are set by the USG Executive Vice Chancellor and Chief Academic Officer.

The EGSC academic calendar is located under the "Academics" tab on the EGSC website landing page. The calendar is freely accessible to students and the public. The calendar contains all registration dates, beginning and ending dates for each semester, midterm dates, institutional drop dates, graduation dates, vacation days, final exam days, grade availability dates, and refund dates. The EGSC Registrar's webpage also contains links to this information. Evidence

of policy implementation can be seen in the fact that the [EGSC Fall 2019 Academic Calendar](#) indicates a start date of August 19, 2019, consistent with the [BOR Academic and Students Affairs Handbook 2.1 Uniform Calendar](#) indicating EGSC's earliest start date of August 12, 2019. A more abbreviated calendar can be found on the "Academics" tab of the College's website: the [EGSC Academic Calendar At-A-Glance](#) provides highlighted dates of academic events throughout the academic semester.

GRADING POLICIES

EGSC's current grading system is per the BOR Policy [3.5.1.1 Grades Approved for Determining Grade Point Average](#). The grading system is included in the [EGSC 2019-20 Catalog](#) (page 47-48) and is described in detail on the [EGSC Registrar's webpage](#) of the College's website. EGSC grading policies are also published in the [EGSC Faculty Handbook \(pages 5-6\)](#) and each instructor's grading policies are included in course syllabi. See grading policy examples in [Nursing 3101 Syllabus](#) and [MATH 1113 Syllabus](#). Students may appeal grades using the [Final Course Grade Policy](#).

Grading policies are the same, regardless of instruction or mode of delivery. Evidence of grading policy implementation for on-campus, off campus, dually enrolled and online students can be seen in the redacted transcripts for EGSC students that completed courses at EGSC Swainsboro, EGSC Augusta, EGSC Statesboro, off campus dual enrollment site and online:

- [EGSC Swainsboro on Campus Student Transcript](#)
- [EGSC Statesboro on Campus Student Transcript](#)
- [EGSC Augusta on Campus Student Transcript](#)
- [EGSC Online Student Transcript](#)
- [EGSC Dual Enrollment Student Transcript](#)

The sample student transcripts above demonstrate that EGSC implements its grading policy, assigning letter grades approved by the BOR of the USG for use in determining grade point average.

COST OF ATTENDANCE POLICIES

Tuition: EGSC's tuition rates and fees are set annually by the BOR of the USG. EGSC's tuition rates for FY 2019-20 are located on the [University System of Georgia's Tuition Rates webpage](#) and are published on the [EGSC Business Office – Tuition and Fees webpage](#). Housing rates are published on the [EGSC Housing Webpage](#).

The [EGSC Catalog \(pages 55-56\)](#) provides this general explanation:

Tuition and fees charged by East Georgia State College are approved by the University System of Georgia annually. Changes in tuition and fee rates are typically effective fall semester each year. Legal residents of the State of Georgia pay in-state tuition, while students who are not legal residents of the State of Georgia pay out-of-state tuition. Actual costs are determined when a student registers for classes each semester and are based on residency, campus code, credit hours, miscellaneous course fees, housing and meal plan.

The Board of Regents set the full-time tuition rate at 15 credit hours. Students enrolled for less than 15 credit hours will pay tuition per-credit-hour up to 15 hours. Online or

eTuition rates are exempt from the 15-credit hour cap and charged on a per credit hour basis. For current EGSC tuition and fees, please visit the Tuition and Fees webpage...

All tuition and fees must be paid by the final fee payment deadline to avoid the class drop for non-payment...

Housing Fees: EGSC does not have a mandatory first-year live on requirement. Housing fees are elective fees, defined by BOR Policy 7.3.2.1 Mandatory and Elective Fees as fees that apply to students living in on-campus residential facilities. Housing Fees are determined annually by EGSC, USG and Corvias Campus Living, the corporate partner managing the housing facilities. Housing fees are published on the [EGSC Housing webpage](#) and listed in the [EGSC Housing Agreement](#).

Meal Plans: Meal Plans are mandatory for all residential students and rates for various meal plan options are published in the [EGSC Housing Agreement](#). Students may also opt for a commuter meal plan. Options are published on the [EGSC Business Office – Auxiliary Services Webpage](#). Meal Plans must be approved by USG.

Students may use the Net Price Calculator feature to determine tuition, fees, housing, and books and supplies. A student must input age, household income, other household information, and housing needs into a brief online form. The student's estimated total cost of attendance at EGSC is calculated including an estimated total grant aid figure. Policy implementation is evidenced in the [sample calculations for cost of attendance](#) for an EGSC student living on-campus and off-campus.

REFUND POLICIES

The College refunds monies in compliance with the [BOR Policy 7.3.5 Refunds](#). EGSC's refund policies are published in the college catalog as follows:

- Return to Title IV Official Withdrawal Policy ([EGSC Catalog; pages 38-39](#))
- Drop and Withdrawal Policy ([EGSC Catalog; pages 41-44](#))
- Tuition/Fee Refunds ([EGSC Catalog; page 56](#))

Refund policies are also accessible online for easy public viewing at the [EGSC Business Services BankMobile Disbursements](#) and the [EGSC Business Services FAQ Webpage](#). The College's financial aid refund policies can be found on the [Financial Aid Webpage -Financial Aid Disbursement and Fees](#).

An example of the implementation of the EGSC refund policy can be seen in the documentation of a Return to Title IV calculation following the student's total withdrawal. The documentation includes:

































- [Student Schedule Adjustment Form](#) Indicating Total Withdrawal- sent from Registrar's Office to Business Affairs Office
- [Return to Title IV Calculation Procedure](#) used by EGSC Business Office
- [Academic Calendar and Title IV Refund Calculation](#) demonstrating calculation of refund
- [Student Banner Class Schedule After Withdrawal](#) indicating "AF" or total withdrawal
- [EGSC Letter to Student](#)









The above example demonstrates that EGSC follows its policies concerning account reconciliation and refunds.

CONCLUSION

EGSC makes available to both students and the public current academic calendars, grading policies, cost of attendance and refund policies via the EGSC website as demonstrated above.

Sources

-  BOR Academic Student Affairs Handbook 2.1 Uniform Calendar
-  Board of Regents Policy 3.4.2- Uniform Academic Calendar
-  Board of Regents Policy 3.5.1.1 Grades Approved
-  Board of Regents Policy 7.3.2.1 - Mandatory and Elective Fees
-  Board of Regents Policy 7.3.5 - Refunds
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 38)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 41)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 47)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 55)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 56)
-  EGSC Academic Calendar Fall 2019
-  EGSC Academic-Calendar-At A Glance -Spring-2019
-  EGSC Auxiliary Services Webpage Commuter Meal Plans
-  EGSC Business Office Tuition and Fees Webpage
-  EGSC Business Office Webpage -BankMobile Disbursements
-  EGSC Business Services FAQ - East Georgia State College
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 5)
-  EGSC Financial Aid Webpage -Financial Aid Disbursement and Fees
-  EGSC Housing Agreement 19-20 CAB 11-27-18
-  EGSC Housing Webpage - Housing Rates
-  EGSC Registrar's Webpage -Grades and Grade Point Average Calculation
-  FY2019_Undergrad_Tuition Rates
-  Final-course-grade-appeal-policy-and-procedure
-  Grading Policies -EGSC Online Student Transcript
-  Grading Policies -EGSC Swainsboro on Campus Student Transcript
-  Grading Policies- EGSC Augusta Student Transcript
-  Grading Policies- EGSC Statesboro Student Transcript
-  Grading Policies-Dual Enrollment Off Campus Transcript
-  MATH 1113 Syllabus Spring 2019
-  NURS 3101 Transition SP 2019 syllabus (1)
-  Net Price Calculator - Examples

-  Refund Policy - Example- Letter to Student
-  Refund Policy Example - Academic Calendar and Refund Calculatio
-  Refund Policy Example - Student Banner Class Schedule After Withdrawal
-  Refund Policy Example- Student Withdrawal Form
-  Refund Policy Example- Student Withdrawal Form
-  Registrar's Webpage -Grades and Grade Point Average Calculation
-  Return to Title IV Official Withdrawal Policy
-  USG to EGSC Approval for EGSC Academic Calendar Extension (Fall Break Term 2019)

10.3

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) assures the availability of digital, official archived Catalogs. These Catalogs provide relevant information about course and degree requirements sufficient to serve both former and returning students, as described below. EGSC's policy regarding the Catalog edition applicable to a specific student is contained on page 3 of the 2019-2020 EGSC Catalog:

Catalog Editions:

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter. It must, however, be recognized that revisions may be required to provide more effective programs. Changes in academic regulations affect all students. Examples include the academic honesty policy, procedures for removing incomplete grades, and appeals procedures. There are several instances, however, when students will be required to "change catalog editions." This means that students will be required to satisfy the curricular degree requirements of the current catalog in effect when/if they: change their degree program, re-enter the college after a period of two or more consecutive years in which they have earned no academic credit, or have not graduated by the time their catalog edition is 10 years old. The curricular degree requirements of more than one catalog edition cannot be combined. Students who choose to satisfy requirements of a later catalog must notify the Registrar's Office.

Academic policies concerning students are published in the EGSC Catalog. The catalog adheres to the Board of Regents (BOR) standards located in the University System of Georgia (USG) Academic and Student Affairs Handbook Section 2.2. The USG Catalog requirements are below:

Each USG institution shall have an institutional catalog that provides, at a minimum, the following information:

- General information about the institution, e.g., mission, accreditation, degrees and certificates offered (EGSC Catalog; pp. 7-12)
- Admissions and enrollment (EGSC Catalog; pp. 12-32)
- Registration and reentry (EGSC Catalog; page 40)
- Academic Policies and Procedures (EGSC Catalog; pages 39-53)
- Programs of study and required courses (EGSC Catalog; page 60-76)
- Student services (EGSC Catalog; page 59-61)
- Course descriptions (EGSC Catalog; page 77-94)
- Administration and faculty (EGSC Catalog; page 96-101)
- Graduation requirements (EGSC Catalog; page 53-55)

The above table shows the required information and the section of the 2019-2020 EGSC Catalog where the information is located.

Catalog production also adheres to EGSC's Procedure for Student Publications (Catalog and Student handbook). The introductory sentence to that procedure refers to the college's Catalog as a key component of the function of Student Affairs.

"Student Affairs at EGSC's mission is to disseminate current and relevant information each year through the College's Catalog and Student Handbook..."

The catalog is accessible online, it is reviewed annually by Deans, program directors, department chairs, and the academic leadership. The Catalog is updated as needed and approved by the Cabinet. Links to the current EGSC catalog can be found on various college webpages: the Catalog webpage, Online Education webpage, Registrar's Office webpage, and the Policy and Procedures webpage.

ARCHIVED CATALOGS

EGSC is a member institution of the University System of Georgia (USG). USG's Record Retention Schedule requires that one published copy of the Catalog be retained permanently. EGSC archived catalogs are found on the above webpages and on the Policy Archives webpage under the "EGSC Catalog Archives" heading. Archived Catalogs are available electronically since 2000. All archived policies and catalogs are dated and watermarked with "archive" to ensure readers are aware of the archived status of the policy they are viewing. This online access to archived catalogs allows former and returning students to review prior catalog editions to determine applicable course information and degree requirements for a specific academic year. Archived Catalogs contain the same categories of information as required by USG Academic and Student Affairs Policy.

(See USG Academic and Student Affairs Policy 2.2)

For example, archived catalogs for the previous three years available to former and returning students show the location of admissions information, course and degree requirements.

EGSC Catalog 2018-19: Admissions – General Information and Admissions Categories
Pages 12-26
Degree programs with course requirements pages 60-76
Course Descriptions pages 76-94




























EGSC Catalog 2017-2018: Admissions - General Information and Admissions Categories
pages 12-18
Degree programs with course requirements pages 52-68
Course Descriptions pages 69-86

EGSC Catalog 2016-2017: Admissions - General Information and Admissions Categories
pages 9-16
Degree programs with course requirements pages 64-73
Course Descriptions pages 74-100

CONCLUSION

EGSC ensures the availability of digital, official archived Catalogs. Those Catalogs contain relevant information about course and degree requirements sufficient to serve both current and returning students.

Sources

-  EGCS Archived Catalog 2016-2017 (Page 10)
-  EGCS Archived Catalog 2016-2017 (Page 65)
-  EGCS Archived Catalog 2016-2017 (Page 75)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 12)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 3)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 39)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 40)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 53)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 59)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 61)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 7)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 77)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 96)
-  EGSC Archived Catalog 2017-18 (Page 12)
-  EGSC Archived Catalog 2017-18 (Page 52)
-  EGSC Archived Catalog 2017-18 (Page 69)
-  EGSC Archived Catalog 2018-19 (Page 12)
-  EGSC Archived Catalog 2018-19 (Page 61)
-  EGSC Archived Catalog 2018-19 (Page 76)
-  EGSC Catalog Webpage -locations
-  EGSC Online Education Webpage
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy Archives Page
-  EGSC Procedure-for-Student-Publications
-  EGSC Registrar's Office Webpage
-  USG ASA Handbook 2.2 Catalog Requirements
-  USG Record Retention Schedule - Catalog

10.4

Academic Governance

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes and implements policies on the authority of faculty in academic and governance matters as provided in the Statutes of the College, the Bylaws of the Faculty Senate and the Faculty Handbook. EGSC's educational credit-bearing courses are approved consistent with institutional policy through the operation of the Academic Policies and Curriculum Committee (APCC) and the Faculty Senate. This faculty governance structure, which is consistent with the policies of EGSC's governing board, the Board of Regents (BOR) of the University System of Georgia (USG), assures that EGSC's faculty have primary responsibility for the content, quality and effectiveness of the curriculum.

DEFINITION OF FACULTY BY GOVERNING BOARD

The BOR is the governing board of the USG. EGSC is a member institution of the USG.

The Board of Regents Policy Manual 3.2 Faculties defines faculty within the USG as follows:

3.2.1 Faculty Membership

In all University System of Georgia (USG) institutions, the faculty will consist of the Corps of Instruction and the administrative officers.

3.2.1.1 Corps of Instruction

Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal 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 part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

3.2.1.2 Administrative Officers

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. Administrative officers shall be appointed by the President of the institution and shall hold office at the pleasure of the President.

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 the responsibilities and privileges of faculty membership, his or 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 or she has been appointed.

In accordance with these BOR policies, the EGSC faculty includes not only those who are full-time instructional faculty, but also academic administrators including department chairs, deans, vice presidents and the president. The concept of "shared governance" within academe requires

collaborative involvement of the teaching and administrative faculty to ensure appropriate curricular development, implementation, quality, and evaluation, consistent with the institutional policies, resources and mission.

This definition of the faculty is consistent with the guidance provided in the Commission's Resource Manual for Standard 10.4 which states, "The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs (degrees, certificates, diplomas). Approval by the faculty ensures that programs, including programs offered through collaborative arrangement, contain appropriate courses reflecting the current knowledge within a discipline and include courses appropriate for the students enrolled. Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the institution possesses both the organization and resources to ensure the quality of its educational programs.

EGSC FACULTY INVOLVEMENT IN ACADEMIC POLICIES AND GOVERNANCE - PUBLICATION AND IMPLEMENTATION

EGSC has an established method for review, implementation and publishing of academic policies, curriculum, and programs. This method for review, implementation and publishing of academic policies is outlined in the [EGSC Policy and Governance Approval Procedures](#) maintained on the College's [Policy and Procedure webpage](#) and the [Faculty Handbook](#). Academic policies are recommended and approved through the college's governing bodies: Academic Policies and Curriculum Committee (APCC), Faculty Senate, the President's Cabinet and the President. Academic policy originates with review by the Academic Policies and Curriculum Committee.

The purposes of the [Academic Policies and Curriculum Committee](#) are to establish the academic goals and maintain high academic standards of the College and to assure that the curriculum meets emerging needs of the college community, meets accreditation standards, and complies with USG policies and procedures. Its functions are to recommend policies and procedures as necessary and proper to accomplish its purposes; study and enumerate the academic goals of the college, make recommendations to the faculty on matters of academic policy; and recommend approval of courses pursuant to its policies and procedures.

(See [Bylaws of the Faculty Senate Section 2.1.1](#))

The APCC is comprised of the Vice President for Academic and Student Affairs, Deans of EGSC's two schools, one faculty member from each academic school, nominated by each school and elected by the faculty of that school and the President of the Student Government Association. The APCC's meeting agenda, minutes, and proposals are published on the [Academic Policies and Curriculum Committee webpage](#). Faculty interested in participating on the APCC are encouraged to inform their Dean. Faculty elections to standing committees are held during Fall Faculty Workshop in August, prior to the start of the semester. Faculty serve for one academic year. The one-year committee service allows interested faculty to rotate on the committee as schedules permit.

After review and adoption by the APCC, academic policies are referred to the Faculty Senate for consideration. Consistent with [BOR Policy 3.2.3 Faculty Meetings, Rules and Regulations](#), EGSC established an academic governance body: the Faculty Senate. [The EGSC Statutes, Section VI C](#), established the academic policy and governance role of the Faculty Senate:

Section C. Duties of Faculty. The faculty shall be represented by a Faculty Senate, which shall be formed by the Faculty Senate Bylaws approved by a vote of at least a majority of the faculty and by the President. The Faculty Senate shall, subject to the approval of the

President: 1. Make policies and procedures for its own governance; 2. In addition to any standing committees established by these statutes, create such additional committees as may be required to accomplish its purpose; 3. Recommend policies and procedures regarding admission, student conduct, academic honesty, suspension of students, expulsion of students, classes, courses of study, and requirements for graduation; and, 4. Recommend policies and procedures as may be necessary or proper for the maintenance of high educational standards. The Faculty Senate shall also have primary responsibility for those aspects of student life which relate to the educational process. All policies and procedures are, as required by policies of the Board of Regents, subject to the approval of the President of the institution.

The EGSC Faculty Senate Bylaws state the mission, powers and duties of the Faculty Senate:

I. MISSION

1. Powers and Duties

1.1 Subject to the laws of the State of Georgia, the regulations of the Board of Regents, and the Statutes of East Georgia State College, the Faculty Senate shall function in an advisory capacity directly to the President of the College, as the official representative of the Faculty in regard to all matters of import to the Faculty or any other matters which the President brings before it.

1.2 The Senate shall have power to enact such rules and regulations as are necessary to conduct its business, which shall be specified as Bylaws of the Senate.

1.3 In keeping with the mission of East Georgia State College, the definitions above, the purpose of the Faculty Senate as included in the Faculty Handbook, and the principles of shared governance, and to encourage excellence in teaching, service, and professional development through the free exchange of ideas among the Faculty, students, and staff of East Georgia State College, the duties of the East Georgia State College Faculty Senate will include, but not be limited to, the following:

1.3.1 To study, discuss, and recommend institutional objectives, policies, and procedures;

1.3.2 To represent and advocate the concerns of the Faculty;

1.3.3 To maintain communication between the Faculty and the administration;

1.3.4 To make recommendations to the President as to the development, welfare, and morale of the Faculty;

1.3.5 To conduct research and review on matters of importance to the Faculty and the general welfare of the College, including forming and charging committees;

1.3.6 To maintain communication with Staff Council, Academic Affairs, and the President's Cabinet;

1.3.7 To review and introduce changes in policy;

1.3.8 To review and recommend College action with regard to changes in the world of higher education;

1.3.9 To foster a cooperative spirit within College governance;

1.3.10 To support Faculty efforts to respect and preserve academic freedom at East Georgia State College.

The Faculty Senate is comprised of seven members: two representatives elected from each unit, at least one representative must hold tenure; one representative from each of EGSC's three campuses; and one at-large tenured representative elected by the entire membership. Faculty interested in participating in Faculty Senate are encouraged to inform their Dean and the chair of the Faculty Senate. Any full-time faculty of EGSC holding faculty rank, excepting those who supervise other faculty, shall be eligible for election to the Faculty Senate in a voting capacity. Faculty elections are held in late Spring semester with service to begin in Fall. Faculty serve on the Faculty Senate for two academic years.

The Faculty Senate, in addition to any action taken at Faculty Senate meetings, conducts its business through a structure of Standing Committees. The standing committees make recommendations to the Faculty Senate. The action of the Faculty Senate is advisory to the President. Faculty Senate Bylaws and meeting minutes are published on the Faculty Senate's website.

The APCC and Faculty Senate, with near exclusive faculty membership, illustrate the primary role of faculty in academic policy making and faculty governance.

In addition to the college's APCC and Faculty Senate, one faculty member is elected by the faculty to serve on the USG Faculty Council to provide a faculty voice on academic and educational matters and BOR policies related to the profession, including but not limited to tenure and promotion, academic freedom, and post-tenure review. EGSC's Vice President for Academic and Student Affairs holds a mandatory faculty meeting once each semester to inform faculty on matters of importance including academic policy and procedure and faculty matters.

College-wide Faculty Meetings:

A general faculty meeting shall be scheduled each term. All teaching faculty and the general administrative staff shall be in attendance, unless excused by the president or the vice president for academic affairs. The teaching faculty may meet as a separate group on occasion as determined by the vice president for academic affairs. All shall be in attendance unless excused by the vice president for academic affairs. School faculty may meet on a regular basis as determined by the dean.

(See Faculty Handbook page 28)

EGSC FACULTY INVOLVEMENT IN CURRICULUM AND DEGREE PROGRAM APPROVAL

The process for faculty review and approval of curriculum or new degree programs is described in the Faculty Handbook on page 7-8 of the EGSC Faculty Handbook. Proposals may originate from individual faculty, a faculty subcommittee or task force, the School, or Vice President for Academic and Student Affairs and flows through the above governance bodies for review.

Course Development, Approval and Implementation

Although curricular change may begin at any level in the institution, the formal process usually follows these steps:

- I. Individual Faculty
- II. School/Department
- III. Vice President for Academic Affairs
- IV. Academic Policies and Curriculum Committee
- V. Faculty Senate
- VI. President
- VII. Office of the Chancellor (new programs) or General Education Council for Area Core Curriculum
- VIII. Board of Regents (new programs)

(See EGSC Faculty Handbook, pp. 7-8)

However, before a proposal comes before the Academic Policies and Curriculum Committee and the Faculty Senate, all who would be affected should have the opportunity to make suggestions, criticisms, or objections. The vice president for academic affairs and the president should have a similar opportunity as well to determine if the proposal is legally or economically possible and within the role and scope of the college. Faculty who desire to propose a new course should fill out the Application for Proposed New Course fillable form which includes the following major sections:

1. Justification of the need for the course (narrative)
2. Course description
3. Estimated budget to support this course
 - a. Operating costs
 - b. Capital outlay
 - c. Additional library resources
4. Institutions in the University System offering similar courses (including course titles and numbers)
5. Course syllabus
6. Major topics to be covered
7. Objectives of the course
 - a. Objectives
 - b. Purpose (replacement or additional course)
 - c. Effect on enrollment of other courses
8. Institutional resources which make the offering desirable (including qualifications of available instructors)

Before presentation to the Academic Policies and Curriculum Committee, the Academic Policies and Curriculum Changes Form must be submitted in order to track the location of a curriculum change.

EGSC EDUCATIONAL PROGRAMS FOR WHICH ACADEMIC CREDIT IS AWARDED ARE APPROVED CONSISTENT WITH INSTITUTIONAL POLICY

Academic initiatives such as developing and approving new educational programs that are consistent with EGSC's mission and strategic direction are delegated to the EGSC faculty. The EGSC Statutes IV B (page 10) provide:

Section B. Academic Schools

The faculty of a School shall be responsible for the programs of study offered by the School. The faculty of the School shall recommend such changes and modifications in its curriculum, as may be deemed desirable. It shall advise and assist the Dean in formulating and executing the educational policies of the School. The faculty of the School shall hold regular meetings. At all meetings of the School, the Dean of the School will be the presiding officer. Minutes of each meeting shall be forwarded to the Vice President for Academic and Student Affairs no later than the third working day following the meeting. All official requests, recommendations, and proposals by a School shall be addressed to the Vice President for Academic and Student Affairs in writing for action or for transmittal to appropriate persons or agencies for action.

The BOR provides general guidelines concerning new degree program proposals. The guidelines require alignment of new degree programs with the institutional mission and strategic plan.

BOR Academic and Student Affairs Handbook 2.3.2 provides:

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

College faculty members play a primary role in this expansion and enhancement of educational programs.

EGSC's Policy and Governance Approval Procedures provide that all educational program reviews begin with the APCC and move to the Faculty Senate and the President. An example of new program development and approval by the faculty and consistent with college policy, BOR Policy and SACS-COC Policy is the adoption of the Associates Degree in Fire and Emergency Services Administration.

Example of New Program Adoption:

Prior to the proposal of a degree program, faculty engage with their Dean about possible degree programs of interest and in demand, regional workforce needs, and existing or needed faculty for the program. The rationale for the Associate of Arts in Fire and Emergency Services degree, as stated in the degree program proposal, was to prepare students for success in its Bachelor of Arts and attain an advanced credential necessary in the fire and emergency services fields. The degree program is on-line, affordable and filled a program void in the Southeastern United States. The degree program proposal is consistent with EGSC's mission to provide academic programs in occupation related fields.

The APCC reviewed and adopted a degree program proposal and curriculum for the Associates Degree in Fire and Emergency Services Administration at its January 3, 2017 meeting. The Faculty Senate approved the program and curriculum at its January 20, 2017 meeting and the President approved on January 25, 2017. USG approved the degree program on March 2, 2017 and SACS-COC approved the degree program on August 10, 2017.

EGSC PLACES PRIMARY RESPONSIBILITY FOR THE CONTENT, QUALITY, AND EFFECTIVENESS OF THE CURRICULUM WITH ITS FACULTY

Faculty review of the curriculum is accomplished through faculty service on the APCC and Faculty Senate, the governing bodies comprised largely of elected faculty members. BOR policy, EGSC Statutes and the EGSC Faculty Handbook describe faculty responsibility for the content, quality and effectiveness of curriculum. EGSC's Policy and Governance Approval Procedures describes the process for presentation, review, and adoption of curriculum. As new or revised curriculum are adopted, the EGSC Catalog is updated by the Registrar.

Example of New Course Adoption:

An example of faculty review of a new course approval is the Math 1001: Math Modeling course. The proposed new course is presented to governance bodies using an "Application for Proposed New Course" form. This requires a justification of the need for the course (alternative MATH course for non-STEM majors), course syllabus, course objectives, whether existing faculty can teach the course, and a list of USG institutions that offer the same or similar course (15 of 26 USG institutions offer the course). The course was presented and adopted at the APCC May 9, 2018 meeting, presented, discussed and tabled at the Faculty Senate May 11, 2018 meeting pending receipt and

review of the course syllabus. Faculty Senate again reviewed the proposal and approved the new course at its June 8, 2018 meeting. The President approved on June 15, 2018.

Example of Revision to Curriculum:

An example of faculty review of proposed course revisions occurred in Spring 2018 with the proposed revision to the learning outcomes of all nursing courses and revisions to the End of Program Student Learning Outcomes. The APCC reviewed and approved the adoption of all revised nursing courses and end of program student learning outcomes on April 17, 2018. The Faculty Senate reviewed and approved on May 11, 2018 and the President approved on May 23, 2018.

Example of Curriculum Evaluations by Faculty:

An example of faculty review of curriculum change occurred in Spring 2018 with the proposed change to a course pre-requisite. After review of MATH 1001 Quantitative Skills as a pre-requisite for MATH 1232 Survey of Calculus, it was determined that the pre-requisite course did not adequately prepare students for MATH 1232. The Dean of the School of Mathematics and Sciences proposed that the APCC adopt MATH 111 College Algebra or MATH 1101 Introduction to Math Modeling as a more suitable prerequisite to MATH 1232. The APCC reviewed and adopted the curriculum change on May 9, 2018, the Faculty Senate reviewed and adopted on May 11, 2018, and the President approved on May 23, 2018.

COMPREHENSIVE PROGRAM REVIEW BY EGSC FACULTY

All USG institutions are required to conduct periodic comprehensive academic program reviews on a timeline established by the USG Office of Academic Affairs, for each of the institution's degree programs, using a form prescribed by USG. BOR Policy 3.6.3 provides:

Each institution (must) conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor's degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

The EGSC comprehensive program review process is conducted by the Deans, Department Chairs, with input from Program Coordinators, faculty in the discipline and the Vice President for Academic and Student Affairs. The USG Degrees and Majors Authorized for EGSC spreadsheet tracks EGSC degree programs and dates of comprehensive program review. The most recent comprehensive program reviews were conducted by faculty for the Bachelor of Science in Biology degree program in 2017 and the Associate of Arts in Core Curriculum in 2016.

Comprehensive Program Review of Bachelor of Science in Biology:

A comprehensive program review of the bachelor of science in biology program was conducted in 2017. The biology program began in 2012. As a result of its initial program review which included the review of ETS Major Field Test for Biology and graduation surveys, two existing elective courses were revised and moved to the required curriculum. This curriculum modification will increase the preparedness and achievement of students graduating from the program. Enrollment increased over the five-year period since program inception. The comprehensive program review concluded that the biology program meets institutional criteria and is critical to the institution's mission.

Comprehensive Program Review of the Associate of Arts in Core Curriculum:

A comprehensive program review of the associate of arts in core curriculum was conducted in 2016 and a prior review conducted in 2010. Due to the large number of students requiring learning support and the low success rates in learning support, the review revealed the need to improve success rates in learning support in order to improve overall completion rates. Improvement actions were taken in 2014 to include implementation of a learning support co-requisite model wherein each learning support course has a learning support lab component for skill practice. To further increase student success, in Spring 2015, course and lab in the co-requisite model were required to be taught by the same instructor to ensure continuity. The Academic Center for Excellence (ACE), a tutoring facility, is available for students on the main campus and at the instructional sites in Statesboro and Augusta. The ACE has course texts and calculators for the convenience of the students. Workshops on study skills and time management are offered in the ACE. To reduce time to completion, institutional courses (Critical Thinking, Student Success) were condensed into one course, CATS 1101, for one credit hour. Transfer pathways enabling students to complete core curriculum at EGSC and transfer to another college to earn a baccalaureate degree, were converted into discipline specific associate degrees. This change was made to better align with the curriculum of transfer institutions and facilitate student progress toward a baccalaureate degree. At the conclusion of the review it was determined that the program meets institutional criteria and is central to EGSC's mission as an access institution.

Programs scheduled for review include the Bachelor of Art in Fire and Emergency Services Administration later in 2020 and the Bachelor of Science in Nursing (RN-BSN) in 2022.




CONCLUSION



EGSC both publishes and implements policies on the authority of faculty in academic and governance matters. Further, it follows the policies of the BOR assuring an appropriate role of faculty in this area.

As indicated in the examples provided above, EGSC has demonstrated that programs for which academic credit is awarded are approved consistent with EGSC and BOR policy.

In addition, the involvement of faculty in implementation of the comprehensive program review process described above demonstrates that primary responsibility for content, quality and effectiveness of curriculum is with EGSC faculty.

Sources

-  APCC Meeting Minutes-1-3-17-FESA
-  APCC Meeting Minutes-4-17-18
-  APCC Meeting Minutes-5-9-18

-  BOR 3.2 Faculties
-  BOR 3.2.3 Faculty Meetings, Rules, and Regulations
-  BOR 3.6.3 Comprehensive Program Review Policy
-  BOR Academic and Student Affairs Handbook 2.3.2 New Academic Programs
-  EGSC AA FESA Proposal and Approval by EGSC Governance 1-25-17
-  EGSC Academic Policies and Curriculum Committee Webpage
-  EGSC Comprehensive Program Review BS Biology
-  EGSC Comprehensive Program Review-AACC 2017
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 28)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 7)
-  EGSC Faculty Senate Bylaws 2-7-20
-  EGSC Faculty Senate Webpage
-  EGSC Mission Statement Webpage
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC President Approval New Pre-Req Math 1232 5-23-18
-  EGSC Statutes 2-20-20 (Page 10)
-  EGSC Statutes 2-20-20 (Page 37)
-  Faculty Senate Meeting Minutes-1-20-17 New Program FESA
-  Faculty Senate Meeting Minutes-5-11-18 - New Course
-  Faculty Senate Meeting Minutes-6-8-18 -New Course
-  Nursing Program Curriculum Approval by Governance 5-23-18
-  SACSCOC EGSC FESA AA Acknowledgement Letter 8-10-2017
-  USG Approval Memo - EGSC AA FESA 3-2-2017
-  USG Degrees Majors Authorized for EGSC
-  USG Faculty Council

10.5

Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes admissions policies consistent with its mission. Recruitment materials accurately represent these practices, policies and accreditation status of the institution.

This section first describes EGSC's mission as an access institution. The following sections describe each of EGSC's admissions categories and where the admissions requirements for each category are published. Following the descriptions of those categories and place of publication, sample recruitment materials and presentations are provided to clearly establish that those materials accurately represent the practices, policies and accreditation status of EGSC.

EGSC does not utilize independent contractors or agents for student recruiting purposes or admissions processing. All EGSC admissions counselors and recruiters are EGSC employees.

THE MISSION OF EGSC

EGSC is designated by the Board of Regents (BOR) of the University System of Georgia (USG) as an Associate Dominant-Select Bachelor's State College of the USG (See [USG Board of Regents Policy Manual 2.8 Institutional Mission](#)) providing its students access to higher education opportunity. This designation is clearly consistent with the following access mission of EGSC.

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC webpage, President's Office, Mission/Vision/Accreditation/Strategic Planning](#))

As is true for most two-year colleges, EGSC's access admissions standards are relatively non-selective. (See [USG Board of Regents Policy Manual 4.2 Undergraduate Admissions](#) and [USG Academic and Student Affairs Handbook Section 3.1 Undergraduate Admissions](#)). East Georgia State College's admissions policies are consistent with BOR and USG governing policies and procedures for undergraduate admissions.

DESCRIPTION OF EGSC ADMISSIONS POLICIES AND PUBLICATION OF THOSE POLICIES

Prospective applicants and students primarily look for information regarding admissions requirements on the college's [Admissions Webpage](#). Admissions information is also in the on-line [EGSC 2019-20 Catalog \(pages 12-32\)](#). All of EGSC's published admissions material align with EGSC's mission as established by the BOR. (See [USG Board of Regents Policy Manual 4.2 Undergraduate Admissions](#)) and the System's procedural guidelines for admissions ([USG Academic and Student Affairs Handbook Section 3.1 Undergraduate Admissions](#)).

Additional USG Freshman Admissions Requirements publications available on the EGSC's webpage provide substantial detail and information on key EGSC freshman admission standards: the Required High School Curriculum (RHSC) and the recalculated HSGPA based on RHSC units. See "[Staying on Course: The Required High School Curriculum](#)" and "[SAT/ACT, HSGPA and Freshman Index Requirements](#)." The latter shows minimum requirements on those three admission criteria for each USG member institution. It readily verifies the access mission of EGSC. It demonstrates that EGSC requires only a recalculated HSGPA on RHSC units with no other ACT/SAT or Freshman Index requirements. Other USG freshman admission policies which provide exceptions (See [USG Board of Regents Policy Manual 4.2.1.3](#) and [USG Academic and Student Affairs Handbook 3.1.1.3](#)) further reinforce EGSC's access mission by permitting a third of the admitted freshman class to come in under a limited admission condition in which the RHSC and HSGPA standards are exempted and in which only a high school diploma or GED or GED equivalent is required.

EGSC Regular Freshman Admissions Requirements

In accordance with the freshman admission requirements defined by [USG Board of Regents Policy Manual 4.2.1.1](#) and the [USG Academic and Student Affairs Handbook 3.1](#) a student who is still completing high school education and is interested in dual enrollment, or has received a high school diploma and has not taken college or university courses, or has completed less than 30 semester credits of transferable college work, or who seeks a transfer associate degree and/or plans to transfer to a four year institution to pursue a baccalaureate degree, is considered a prospective freshman for purposes of admission to EGSC.

Requirements for freshman applicants are published on the [EGSC Admissions Webpage](#):

- Complete an online application for admission
- Pay a \$20 admissions application processing fee (unless waived through special promotion)
- Have an official and final high school graduation transcript sent to the Admissions Office. If graduation has not been achieved yet, submit a current high school transcript and a record of final coursework underway toward completing high school requirements. (This evidence will be used to determine fulfillment of RHSC requirements of 17 specific hours earned – 4 in English, 4 in mathematics, 4 in science, 3 in social science and 2 in foreign language/American sign language/computer science, and a recalculated HSGPA based on RHSC units – a 2.0 is required for regular freshman admission. Students graduating prior to 2012 must meet the RHSC requirements of 16 hours: 4 English, 4 Mathematics, 3 Science, 3 Social Science and 2 Foreign Language.
- Have official transcripts for any college credits earned sent to the Admissions Office
- Provide proof of current immunizations and complete the EGSC Medical Entrance Form
- Provide evidence of lawful presence in the United States to qualify for in-state tuition classification. International or undocumented students must submit a Lawful Presence Opt-Out form verifying they understand they will be charged out of state tuition

- If an applicant wishes to be exempted from learning support requirements, have ACT/SAT or Accuplacer placement exam scores sent to the Admissions Office (scores determine exemption eligibility but are not used for admissions eligibility).

EGSC Freshman Admission Requirements for Home School/Non-Accredited High School Student

A student who is attending home school or non-accredited high school or who graduated from home school or non-accredited high school must demonstrate graduation and completion of the USG's Required High School Curriculum (RHSC) in an alternate way. EGSC requires that an applicant who has completed the equivalent of each of the areas of the RHSC submit a home school portfolio containing supporting documentation, including a Letter of Completion from their primary teacher or program administrator certifying completion of high school, and the date of their high school graduation. Home School/Non-Accredited High School students must meet all Regular Freshman Admission requirements as stated in the EGSC Regular Freshman Admissions Requirements under [USG Board of Regents Policy Manual 4.2.1.1](#) and [USG Academic and Student Affairs Handbook Policy 3.1.1.1](#) paragraph above.

EGSC Home School/Non-Accredited High School admissions requirements are published on the [EGSC Admissions- Homeschool Student/Non-Accredited High School Student webpage](#) and in the [EGSC 2019-20 Catalog at page 21](#).

EGSC Freshman Admission Requirements for International Students

As provided in [USG Board of Regents Policy Manual 4.2.1.2](#) freshman applicants educated outside of the United States must demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English are required to demonstrate proficiency in the English language through course or approved test and submit evidence of financial resources. See [USG Academic and Student Affairs Handbook Policy 3.1.1.2](#).

The USG's international student's admissions requirements for prospective students are included with EGSC's requirements and published on [EGSC's' International Student Webpage](#) and the [EGSC 2019-20 Catalog page 23](#):

- Complete an on-line admissions application
- Pay \$20 admissions application fee
- Meet Freshman Admission Requirements
- Submit academic transcripts; if transcripts are not provided in English, student must submit a certified English translation of all documents to one of the listed approved agencies
- Submit proof of English language proficiency through ESOL course or test
- Submit proof of financial resources sufficient to cover one year's tuition and living expenses
- Apply for I-20 (after acceptance)
- Obtain medical insurance (within 30 days of the first day of classes)
- Proof of Immunizations and EGSC Medical Entrance Form no later than 3 weeks after classes begin

EGSC Freshman Admissions Requirements Under Limited Admissions or Presidential Exceptions

East Georgia State College is authorized to grant admission to a limited number of students that do not meet established standards but demonstrate potential for academic success. Institutions must establish minimum criteria for Limited Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions must require a high school diploma or state-issued high school equivalency diploma or certificate. See [USG Board of Regents BOR Policy 4.2.1.3 Exceptions to Freshman Requirements](#). The Limited Admission category of admission is comprised of a general Limited Admission provision and a Presidential Exception provision. Institutions are restricted by sector to a maximum number of applicants who may be admitted in this category. The number of traditional freshmen who can be granted Limited Admission for the entire academic year will be no more than the 33% of EGSC's annual first-time freshman headcount enrollment. See [USG Academic and Student Affairs Handbook 3.1.1.3 Exceptions to Freshman Requirements](#).

The [EGSC Presidential Exception](#) may be considered for applicants with a high school diploma, GED or equivalent; and a high school GPA less than 2.0 in Required High School Curriculum coursework. Exceptions may be granted if the above criteria are met and the student shows promise of academic success. EGSC uses several measures to evaluate eligibility for Presidential Exception by requiring that the recipient demonstrate achievement of Indicators of Academic Success:

- Official high school and/or college transcripts from accredited institution including rigor of courses and grade point average
- GED, HiSET or TASC applicants
- Students who graduated high school more than five years ago or earned a GED and do not have valid SAT or ACT scores: required Accuplacer assessment
- Students applying for readmission or transferring from another school without college-level English/Math credit
- Students considered under this category must also meet learning support requirements as established by Board of Regents and EGSC and outlined below.

The Presidential Exception standards are published in the [EGSC 2019-20 Catalog page 26](#).

EGSC Freshman Admissions Requirements for Dual Enrollment

Dual Enrollment provides eligible high school students with the opportunity to enroll in postsecondary courses for both high school and college credit. Students at public and private high schools, home school and non-accredited high schools may participate provided they meet the admissions criteria and minimum test scores established by the USG for HSGPA, ACT/SAT, and Accuplacer, if applicable, and are on track to complete the RHSC. See [USG Academic and Student Affairs Handbook Policy 3.1.1.4](#) and [USG Board of Regents Policy 4.2.1.4](#).

The USG's Dual Enrollment admissions criteria are published on the [EGSC Admissions Dual Enrollment Webpage](#) and in the [EGSC 2019-20 Catalog, page 20](#):

1. Must submit a completed East Georgia State College application for admission.
2. Must submit minimum SAT scores of 1050 on the combination of the Critical Reading and Mathematics sections or an ACT composite score of 20.

3. Must have minimum cumulative high school grade point average of 3.00 on a 4.00 scale in Required High School Curriculum courses (RHSC) or a minimum of 80 on the high school calculation completed through the sophomore or junior year of high school.
4. Must submit minimum Reading SAT of ≥ 24 or ACT English of ≥ 17 for dual joint enrollment in English 1101.
5. Must submit minimum Math SAT of ≥ 25.5 or ACT Math of ≥ 20 for dual joint enrollment in Math 1111.
6. Must be "on-track" to complete the Required High School Curriculum (RHSC) requirements.
7. Must submit the required Certificate of Immunization Form to the campus the student plans to attend.
8. Must submit a Dual Enrollment Program application each semester of enrollment (which is obtained from his/her high school counselor or via the GA Futures URL).
9. Must submit a copy of the Dual Enrollment Participation Agreement, signed by the high school guidance counselor, parent(s) and student along with the Dual Enrollment Checklist.

*NOTE: The Required High School Curriculum (RHSC) requirements for admission to a University System institution may be satisfied in English, Mathematics, and/or Social Science in the Dual Enrollment program. The RHSC requirements in natural science and foreign language must be completed in high school.

EGSC Transfer Admission Requirements

A transfer applicant is any applicant seeking admission as a degree-seeking student and who has completed transferable coursework. Students with 30 or more transferable hours must meet transfer admission requirements. Students with fewer than 30 transferable semester credit hours are required to meet freshman admission requirements. Students who have completed 30 or more transferable hours, regardless of the date of high school graduation, may be admitted under transfer admission requirements. This includes students who have earned college credit through dual enrollment, early college, or examination (AP or IB). See USG Academic and Student Affairs Handbook 3.1.1.5 Transfer Requirements. The USG sets minimum transfer admission criteria based on college sector. For EGSC, a state college, the transfer student's GPA must be such that the student is eligible to continue or return to the sending institution. See USG Board of Regents Policy Manual 4.2.1.5 Transfer Requirements.

EGSC transfer admission requirements are published in the EGSC 2019-20 Catalog page 17 and on the EGSC Admissions-Transfer Students Webpage:

- Submit a completed East Georgia State College application for admission
- Must be a graduate from an accredited or approved high school or have earned a high school equivalency diploma
- Present credit for sixteen (16) specified Required High School Curriculum (RHSC) units (if graduated prior to 2012) or 17 if after 2012
- Must have completed any Required High School Curriculum deficiency requirements if transferring from a USG institution (BOR Policy 4.2.1.5) with more than 30 transferable semester hours
- Submit final high school transcript or high school equivalency test scores
- Must provide official transcripts from all college and technical institutions previously attended
- Must be eligible to continue or return to the sending institution
- Must present test SAT/ACT or Accuplacer test scores if requesting exemption Learning Support requirements

- Submit required Certificate of Immunization form for the campus the student plans to attend
- Learning support placement at prior USG institution will be honored and evaluation of transfer credit will be conducted by EGSC.

EGSC Admissions Requirements for Non-Traditional Students

An applicant who has been out of high school at least five years, whose high school class graduated at least five years ago, and who has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman. An applicant who has been out of high school at least five years or whose high school class graduated at least five years ago, and who has earned 30 or more transferable semester credit hours may be evaluated as a non-traditional transfer. See [USG Board of Regents Policy 4.2.1.8 Non-Traditional Requirements](#). The [USG Academic and Student Affairs Handbook Policy 3.1.1.8 Non-Traditional Requirements](#) requires that non-traditional freshmen hold a high school diploma from an accredited or approved high school or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the Board of Regents (GED, HiSET, ASC). Students admitted as non-traditional are not subject to the RHSC requirements. Students who were previously enrolled at a USG institution and who now can be considered as non-traditional are not subject to previous RHSC requirements. Institutions may set additional criteria for non-traditional students. The admission requirements for non-traditional students are published in the [EGSC 2019-20 Catalog page 20](#) and on the [EGSC Admissions-Non-Traditional Students Webpage](#):

- Submit and online admission application
- Pay the \$20 non-refundable application fee
- Submit official high school transcript or GED, HiSET, or TASC scores
- Request transcripts from previous college, university, or technical school(s)
- Take the Accuplacer Placement Test
- Provide Verification of Lawful Presence
- Provide proof of current Immunizations and complete EGSC Medical Entrance form

EGSC Admissions requirements for Persons Aged 62 and Over

The USG establishes eligibility rules with respect to enrollment of persons 62 years of age or older in USG programs: [USG Board of Regents Policy Manual 4.2.1.9 Persons Aged 62 or Over](#). Applicants must be residents of Georgia and provide a birth certificate or other written documentation of 62 years of age or older at the time of registration. Applicants may enroll as a regular or auditing student in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees. Applicants must meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In instances involving discretionary admission institutions will provide diagnostic methods to determine if participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses. Persons aged 62 and older must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.

EGSC's admissions requirements for persons aged 62 or older are published in the [EGSC 2019-20 Catalog page 21-22](#):

- Must submit a completed East Georgia State College application for admission.

- Must request a copy of final high school transcript or a copy of high school equivalency test scores approved by the Board of Regents mailed from their test center to the East Georgia State College Office of Admissions.
- Must meet all University System of Georgia and Institutional admissions requirements, including completion of the Required High School Curriculum
- Must submit an official college transcript for each college attended.
- Must submit a copy of their schedule to the Records Office each semester after registering to implement the waiver.
- Must submit test scores (ACT/SAT or Accuplacer) if requesting to exempt Learning Support requirements
- Submit the required Certificate of Immunization form

EGSC Admissions Requirements for Non-Degree Students

Board of Regents Policy provides that institutions may admit applicants to enroll as non-degree students for a maximum total of 18 semester credit hours, including institutional credit. (See [USG Board of Regents Policy Manual 4.2.2.2 Admission of Non-Degree Students](#)) The Required High School Curriculum (RHSC) requirements and SAT/ACT test scores are not required by EGSC and non-degree students are limited to eighteen (18) semester hours of coursework. Students may not enter degree programs until regular admission requirements for EGSC have been satisfied.

The following minimum admission requirements will be applied to non-degree admission students and are published on the [EGSC- Admissions Non-Degree Student Webpage](#):

- Submit a completed East Georgia State College application for admission.
- Pay the \$20 non-refundable application fee
- Request a copy of final high school transcript or a copy of high school equivalency, HiSET or TASC test scores approved by the Board of Regents mailed from their test center to the East Georgia State College Office of Admissions.
- Submit a transcript from all prior college work is required.
- Submit test scores if requesting exemption from Learning Support.
- Provide proof of [lawful presence](#)
- Submit the required Certificate of Immunization Form

EGSC Admissions Requirements for EGSC CHOICE Program for Inclusive Learning

The EGSC CHOICE Program (Choosing Higher Education Opportunities to Increase College Experiences) is a face-to-face delivery transition program for students with intellectual disabilities who have completed a high school program. Students enroll in program specific courses that are non-transferable and for institutional credit only. Student may participate in fully inclusive credit-bearing courses, using a modified syllabus, as an auditor. The program follows the traditional academic year and consists of 4 semesters. Students completing the program receive a non-academic certificate of accomplishment in Work-Readiness Skills. The CHOICE Program was [approved by SACS-COC](#) as within the scope of EGSC's accreditation. The CHOICE Program is recognized by the [United States Department of Education as a Title IV Comprehensive Transition Program](#) and students enrolled in CHOICE are eligible for federal student financial aid.

Admissions to the program is limited and application requirements are published in the [EGSC CHOICE Admissions Overview document](#) on the [EGSC CHOICE Program for Inclusive Learning Webpage](#):

- Student Application and \$20 application fee

- Student/Family/History Information forms
- Three letters of recommendation from teachers, administrators, or community members (not family members).
- Updated Medical History with supporting documentation
- Emergency Medical Treatment Release and Indemnification Agreement
- Release/Exchange of Information Form
- Proof and Acknowledgement of Guardianship signature page and supporting documentation, if applicable
- Student/Parent rating/questionnaire - one questionnaire completed by each
- Scope of Services for East Georgia State College CHOICE Students

**The following items must be sent directly by the most recent school attended:

- Official High School Transcript including discipline records
- Current IEP which serves as evidence of applicant's eligibility for special education and related services under the IDEA Current Educational Evaluations (conducted within the past three years) Psychological/Behavioral Evaluation (within last three years)

EGSC Admissions Requirements for Transient Students

The USG defines a transient student as a student who is enrolled in one college or university and takes courses temporarily in another institution with the intention of transferring the course credit back to their home institution. Transient students are approved and admitted for one academic term at a time. Transient student applicants must submit the documents outlined in the [USG Academic and Student Affairs Handbook Policy 3.1.2.4](#): A completed application for admission, a permission letter or form from the registrar, department chair, advisor or other appropriate official from the applicant's home institution. The letter must indicate the student has permission to enroll in the host institution for the term the student is applying. Transient students must meet the immunization requirements for the institution to which they are applying.

Transient student admission requirements are published in the [EGSC 2019-20 Catalog pages 20](#) and on the [EGSC Admissions – Transient Student webpage](#):

- Submit a completed East Georgia State College application for admission
- Submit \$20 non-refundable application fee
- Submit a letter of transient permission stating the student is in good academic standing at the home institution and be signed by either an Academic Dean or the Registrar
- Submit the required Certificate of Immunization Form to the campus the student plans to attend.
- Provide documentation of lawful presence or documentation of an exception

EGSC Admissions Requirements for Auditors

Auditors

Students who submit evidence of graduation from a high school or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BOR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. EGSC requires that applicants meet the same requirements as a freshman applicant. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment. [USG Academic and Student Affairs Handbook 3.1.2.5](#), Undergraduate Admissions/Admission of Auditors; [EGSC Catalog, pages 21](#).

Auditor admission requirements are published on the [EGSC Admissions Webpage – Auditors](#):

- Submit an online application
- Pay the \$20 application fee
- Have an official and final high school graduation transcript sent to the Admissions Office. If graduation has not been achieved yet, submit a current high school transcript and a record of final coursework underway toward completing high school requirements. (This evidence will be used to determine fulfillment of RHSC requirements of 17 specific hours earned – 4 in English, 4 in mathematics, 4 in science, 3 in social science and 2 in foreign language/American sign language/computer science, and a recalculated HSGPA based on RHSC units – a 2.0 is required for regular freshman admission.
- Have official transcripts for any college credits earned sent to the Admissions Office
- Provide proof of current immunizations and complete the EGSC Medical Entrance Form
- Provide evidence of **lawful presence** in the United States to qualify for in-state tuition classification. International or undocumented students must submit a **Lawful Presence Opt-Out form** verifying they understand they will be charged out of state tuition
- If an applicant wishes to be exempted from learning support requirements, have ACT/SAT or Accuplacer placement exam scores sent to the Admissions Office (scores determine exemption eligibility but are not used for admissions eligibility).

EGSC Admission Requirements for Non-Degree Students Board of Regents Policy

[USG Board of Regents Policy 4.2.2.2](#) allows institutions to admit non-degree students for a maximum of 18 total semester hours, including institutional credit.

These requirements are published in the [EGSC 2019-20 Catalog, pages 25-26](#).

EGSC Baccalaureate Program Admission Requirements

The College's mission statement guides its degree program offerings. The college offers targeted baccalaureate level degrees in areas of need that support the USG's initiative to expand educational opportunities for students. EGSC's targeted baccalaureate programs allow access to working students seeking an advanced credential in a convenient online format (RN-BSN Bridge Program, Fire and Emergency Services Administration Bachelor of Arts degree) and students that desire to remain in the area (Bachelor of Science in Biology). USG Board of Regents Policy 4.2 mandates the same admission requirements for students seeking an associate or baccalaureate degree. See [USG Board of Regents Policy Manual 4.2 Undergraduate Admissions](#). However, institutions may impose additional admissions requirements for special programs, providing the requirements are not less stringent than any BOR policy or guideline. See [USG Board of Regents Policy Manual 4.2.3.1 Institution Admission Requirements](#).

EGSC admission requirements for the RN-BSN Bridge Program are more stringent than admission to other EGSC degree programs. EGSC's additional admissions requirements include graduation from an associate degree or diploma registered nurse program, proof of an unrestricted registered professional nursing license that allows the student to practice as a registered nurse in the State of Georgia, submission of the EGSC Nursing Department Application, minimum 2.5 GPA (cumulative and nursing), minimum of "C" or higher in all pre-requisite courses, completion of all required core courses (or petition Director of Nursing), criminal background check, and drug screens. Students are admitted into the program based on competitive selection and space availability. See [EGSC Catalog Page 17](#) and the [EGSC Academic Affairs Bachelor of Science-RN-BSN Bridge Program Webpage](#). Applicant evaluations

are conducted using the EGSC Guide for Articulation of Associate Degree Escrow Nursing Courses.

EGSC Admissions Requirements for Bachelor of Science in Biology

The requirements for admission to this program are:

Listed below are the admission requirements:

1. Completed application for admission
2. Certificate of immunization required prior to registration
3. Application fee (\$20)
4. Official high school and/or college transcripts (mailed directly from sending institution) showing date of graduation and successful completion of high school testing requirements.
5. Must have a 2.0 Academic Core GPA.
6. Must have completed and present high school credit for the Required High School Curriculum, which entails completion of sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. Students who have not completed the RHSC cannot apply for and be admitted into any baccalaureate program at EGSC.

The 16 (17 for students who graduate in 2012 or later) specified USG units are:

- MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
 - ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
 - SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public High School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
 - SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
 - FOREIGN LANGUAGE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language may be used to satisfy this requirement.
7. Applicants must provide evidence of lawful presence in the United States to qualify for in-state tuition classification. **Students who are International or are considered undocumented must submit a Lawful Presence Opt-Out form verifying that they understand they will be charged out of state tuition.*
 8. Transfer students must have 30 hours and be able to return to sending institution
 9. Must have transient permission letter (if applicable)
 10. Must present International applicant documents (if applicable) as follows:
 - a. TOEFL score(s)
 - b. Financial statement
 - c. Officially translated and evaluated transcripts
 - d. Copy of visa or alien resident card

These admissions requirements are published in the EGSC 2019-20 Catalog, page 16.

EGSC Admissions Requirements for Bachelor of Arts in Fire and Emergency Services Administration

The requirements for admission to this program are:

1. Completed application for admission
2. Certificate of immunization required prior to registration
3. Application fee (\$20)
4. Official high school and/or college transcripts (mailed directly from sending institution) showing date of graduation and successful completion of high school testing requirements
5. Must have a 2.0 Academic Core GPA.
6. Must have completed and present high school credit for the Required High School Curriculum, which entails completion of sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. Students who have not completed the RHSC cannot apply for and be admitted into any baccalaureate program at EGSC.

The 16 (17 for students who graduate in 2012 or later) specified USG units are:

- MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
 - ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
 - SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public High School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
 - SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
 - FOREIGN LANGUAGE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language may be used to satisfy this requirement.
7. Applicants must provide evidence of lawful presence in the United States to qualify for in-state tuition classification. *Students who are International or are considered undocumented must submit a Lawful Presence Opt-Out form verifying that they understand they will be charged out of state tuition.
 8. Transfer students must have 30 hours and be able to return to sending institution.
 9. Must have transient permission letter (if applicable).
 10. Must have completed pre-requisite courses, if applicable.

These admissions requirements are published in the EGSC 2019-20 Catalog, pages 16-17.

EGSC Admissions Requirements for Bachelor of Science in Nursing – RN-BSN Program

The requirements for admission to this program are:

1. Regular unrestricted admission into East Georgia State College with evaluation of transcripts.
2. Graduation from an associate degree or diploma registered nurse program.
3. Proof of an unrestricted registered professional nursing license that allows the student to practice as a registered nurse in the State of Georgia.

4. Submission of EGSC admissions application by the deadline.
5. Submission of EGSC Nursing Department application by the deadline.
6. Applicant must provide evidence of lawful presence in the United States to qualify for in-state tuition classification. **Students who are International or are considered undocumented must submit a Lawful Presence Opt-Out form verifying that they understand they will be charged out of state tuition.*
7. Minimum 2.50 GPA (cumulative and nursing).
8. Minimum grade of 'C' or higher in all pre-requisite courses.
9. Completion of all required core courses. ****NOTE:** Students may petition the nursing program director for special consideration if all core courses are not completed.
10. Courses taken at other accredited institutions may be used to satisfy pre-requisite course requirements.
11. Pre-check® criminal background checks are required of all students accepted into the nursing program.
12. Substance (drug) screens including random screens are required of all students accepted into the nursing program. ****NOTE:** All screens must be completed at designated service provider only.
13. Students are admitted into the RN-BSN Bridge Program based on competitive selection and space availability.

Admissions Criteria: Students seeking admission into the RN-BSN Bridge Program must meet all admissions requirements and be accepted into East Georgia State College under regular admission status with the RN-BSN Bridge Program as the designated major. The student must complete an application for admission to EGSC and to the Nursing Department prior to the application deadline. At the time of application to the institution and to the nursing program, students must meet the criteria for full and unconditional admission to the college and satisfy all admission criteria for the RN-BSN Bridge Program for which the student seeks application. Students are admitted into the RN-BSN Bridge Program based on a competitive selection process and space availability.

These admissions requirements are published in the EGSC 2019-20 Catalog, page 17.

EVIDENCE THAT EGSC'S ADMISSIONS POLICIES ARE FOLLOWED IN PRACTICE

As an access institution, which is a commonly accepted role of two-year colleges nationally, very few completed undergraduate applications for admission fail to meet the published minimum requirements for admission. Some do, however, and an analysis of the reasons as to why they were denied admission should validate EGSC's adherence to its admissions policies.

For Fall Semester 2018, 1486 undergraduate admissions applications were incomplete, and those applicants were not granted admission or enrolled. These admission denials confirm compliance with admissions policies.

Fall 2015 Complete Applications Denied

Total Complete Applications Denied	1486
Denied - Need Higher Scores	83
Denied - No transcript	1403

Prospective students who were eligible for admission in Fall Semester 2015, but who were identified as having deficiencies that precluded unrestricted enrollment are summarized in Table 2 below along with the reasons for their restricted enrollment. These restricted admissions confirm compliance with admissions policies.

Fall 2018 Applicants with Deficiencies

Freshman, Limited	17
Freshman, Pres. Exception/GED or GPA	14

Finally, prospective students who were granted full admission in compliance with EGSC's admissions policies are summarized in Table 3.

Fall 2018 Applicants Granted Full Admission

Non-Traditional, Freshman	31
Post Baccalaureate	1
Traditional Freshman	2051
Transfer, Regular	56

Examples of Traditional Freshman Admission

EGSC examples of traditional freshman applicants are provided. Student 1 is a high school graduate with 2.17 GPA, high school transcript provided. The EGSC High School Transcript Evaluation form was used to indicate the RHSC satisfied and identify the student's RHSC deficiencies. The student was admitted but will have to first satisfy the RHSC deficiencies through placement testing and EGSC courses. Student 2 is a high school graduate with a 2.65 GPA, high school transcript provided. The EGSC High School Transcript Evaluation form shows no RHSC deficiencies. The student was admitted. Student 3 is a high school graduate with a 2.5 GPA, high school transcript provided. EGSC High School Transcript Evaluation form shows several RHSC deficiencies. The student was admitted but will have to first satisfy the RHSC deficiencies through EGSC courses.

Example of a Home School Student Admission

The EGSC home school applicant example is an applicant that attended public high school for three years and was homeschooled for one year. The applicant submitted an admissions application, public high school transcript, home school transcript, affidavit of successful completion of home school, High School Required High School Credit Evaluation form, SAT scores and certificate of immunization. Transcripts from the public high school and the home school were evaluated. The student was admitted with no deficiencies.

Examples of Baccalaureate Admission

EGSC requires baccalaureate applicants (FESA or Biology) to submit admission application, high school with RHSC and/or college transcripts, 2.0 academic core GPA, satisfied pre-requisite courses, if applicable, proof of lawful presence and satisfy transient student, transfer student and international student requirements, if applicable. An example of an EGSC baccalaureate degree applicant (Biology) is a high school student with a 2.62 GPA, high school transcript and no prior college. The EGSC High School Transcript Evaluation form indicates that the student has no deficiencies and met the EGSC GPA requirement. The applicant was admitted.

Example of Transfer Admission

An example of a transfer student is a student with an associate degree in nursing transferring to EGSC's RN-BSN program. Transfer students seeking admission into EGSC RN-BSN program must meet all admissions requirements for regular admission, submit an EGSC admissions application, proof of associate degree in nursing award including transcripts from all colleges attended, minimum 2.5 GPA, verification of a current unrestricted registered nursing license, EGSC Nursing Department Application and satisfactory criminal background investigation. Substance screens are performed by clinical site after student is admitted and prior to start of clinical experience. The student's transcripts from three colleges indicate GPA's of 3.6, 3.7 and 3.2 earned at prior institutions. The student obtained an associates' degree in nursing. The EGSC Guide for Articulation of Associate Degree Nursing Escrow Courses is used for evaluation.

The student submitted a current unrestricted registered nurse license. The student's criminal background investigation was satisfactory. The student was accepted.

Example of a Transient Admission

A transient applicant example is a nursing student from South Georgia State College, desiring to enroll in an EGSC Biology 1108 and Math 1121 for Fall Semester 2018. The student's admissions application, transient permission form indicating Fall 2018 enrollment, and certificate of immunization and Georgia driver's license were evaluated. The EGSC Lawful Presence Policy allows a state issued driver's license to serve as proof of lawful presence. The student was admitted.

Example of a Dual Enrolled Admission

Two dual enrollment student applicant files are provided, each with a record containing the student's admission applications indicating eligible grade level and GPA, signed dual enrollment participation agreement, high school transcript, EGSC Transcript Evaluation form indicating each student was on track for RHSC, and Accuplacer test score indicating students are performing at college level. Both students were admitted.

Example of an Auditor Admission

The auditor applicant example includes the applicant's high school transcript, diploma, college transcripts, EGSC admissions application, certificate of immunization and driver's license (proof of lawful presence) and it met all EGSC auditor admission requirements. The applicant was admitted as an auditor.

Example of Exceptions to Freshman Admission Requirements for Non-Degree Students

The non-degree applicant for the EGSC CHOICE Program example includes the completed EGSC admissions application, certificate of immunization, EGSC Medical Entrance Form, applicant Georgia Driver's License, EGSC Family Information Form, Educational History Form, Student Information Form, three letters of recommendation, CHOICE Emergency Medical Information Form, Release an Exchange of Information Form, Proof and Acknowledgement of Guardianship, Graff Parent Readiness Survey, CHOICE Scope of Services, high school transcript, Individualized Education Plan, and Psychological Evaluation. After review and evaluation, the applicant was admitted.

An example of a non-degree seeking applicant indicates that the student submitted an application with college transcripts revealing she was a former EGSC student. The student transferred college credits for several courses including core curriculum English and Math. The EGSC advisement sheet indicates she is a transfer pathways student seeking enrollment for Fall 2018. The student met the above criteria and was admitted for Fall 2018.

Example of Admission for Persons 62 Years or Over

The Applicant Aged 62 Years or Over example provided includes the applicant's admissions application indicating his status as a former EGSC student, Georgia driver's license indicating his residency in Georgia and age as 65, and certificate of immunization. The applicant was admitted.

International Student Admission

An international applicant example includes the admissions application, Georgia high school transcript, EGSC High School Transcript Evaluation form, passport, I-20 certificate, certificate of immunizations, SEVIS form, college transcript indicating 12 college credits earned at 3.5 GPA,

920 SAT score, and copy of financial records indicating ability to pay. The applicant graduated from a Georgia high school and is therefore proficient in English. The applicant's academic credentials exceeded EGSC's admission requirements; the student was accepted.

Presidential Exception

A Presidential Exception applicant example is provided that includes the EGSC Presidential Exception Waiver form, the student's GED and high school transcript, EGSC admissions application, college transcript and college GPA. The EGSC Admissions Director reviewed the student file and supporting documents, and recommended approval since the student had attained 25 college credit hours. The Director sent the recommendation to the President. Per the policy, if the President does not expressly deny the exception at the end of three days, the exception is approved. The Director of Admissions maintains a log of all Presidential Exceptions granted and reports each to the University System of Georgia. See EGSC Presidential Exceptions AY 2018-19.

RECRUITMENT MATERIALS AND PRESENTATIONS ACCURATELY REPRESENT THE PRACTICES, POLICIES, AND ACCREDITATION STATUS OF THE INSTITUTION

All recruiters are EGSC employees. The college's recruitment activities consist of high school visitations by recruiters, attendance at regional college fairs, and hosting high school student visitations to EGSC. In addition, the President and admissions staff conduct a two to three-week College Readiness Tour of high schools in southeast Georgia each February. Recruitment materials state the college's admissions policies and accreditation status of the institution (samples below). The college's admissions webpage is a comprehensive compilation of institutional and program admissions information in a user friendly format. The institution utilizes the EGSC Fast Facts brochure to inform prospective students and the public of the disciplinary distinction programs of study available at East Georgia State College.

Print materials used for recruitment state the college's admissions policies and accreditation statement. In addition, print material contain a QR code directing potential students to the appropriate department or program webpage for more information.

Sample recruitment materials include:

EGSC College Readiness Tour Book 2020

EGSC Statesboro Open House Spring 2019

EGSC Brochure Associate of Arts – Art

EGSC Brochure Associate of Arts – Communication Arts

EGSC Brochure Associate of Arts – Criminal Justice

EGSC Brochure Associate of Arts – English

EGSC Brochure Associate of Arts – Elementary Education

EGSC Brochure Associate of Arts – Fire and Emergency Services Administration

EGSC Brochure Associate of Arts – History

EGSC Brochure Associate of Arts – Political Science

EGSC Brochure Associate of Arts – Psychology

[EGSC Brochure Associate of Arts – Sociology](#)

[EGSC Brochure Associate of Science – Biology](#)

[EGSC Brochure Associate of Science – Business Administration](#)

[EGSC Brochure Associate of Science – Chemistry](#)

[EGSC Brochure Associate of Science – Mathematics](#)

[EGSC Brochure Bachelor of Science – Biology](#)

[EGSC Brochure Bachelor of Science – RN-BSN Bridge](#)

[EGSC RN-BSN Program Postcard](#)

[EGSC Brochure Bachelor of Arts – Fire and Emergency Services Administration](#)







































[EGSC Fire and Emergency Services Program Postcard](#)






































CONCLUSION






As an access institution in the USG, the above admissions policies are clearly consistent with the mission of EGSC. The above examples clearly demonstrate that EGSC's recruitment materials accurately portray its practices, policies and accreditation status. EGSC does not utilize independent contractors or agents for recruiting purposes.

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10.6

Distance and Correspondence Education

An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) ensures that the student who registers in a distance education course is the same student who completes and participates in the course or program and receives credit; has a written procedure for protecting the privacy of student enrolled in distance education courses and programs; and ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

DISTANCE EDUCATION COURSES/PROGRAMS OFFERED BY EGSC

The following describes the scope of EGSC's distance education offerings.

- **Individual Online Courses.** EGSC offers numerous individual courses in a distance education or "online" learning format.
- **Wholly Online Degrees.** EGSC offers wholly online degrees in Associate of Arts and Bachelor of Arts in Fire and Emergency Services Administration and RN-BSN Bridge Program.

EGSC students may also take courses through eCore. eCore means "Electronic Core Curriculum." It is a collaborative academic arrangement among SACSCOC accredited institutions within the University System of Georgia (USG). The details of this cooperative academic arrangement for online courses is described in detail in Section 10.9 of this Compliance Certification report. (See eCore Affiliate Cooperative Academic Agreement)

eCore provides another online option for EGSC students to utilize to obtain core curriculum courses. eCore courses are taught entirely online, except for the occasional proctored exam. eCore courses are taught by highly qualified instructors who are employed at SACSCOC accredited colleges and universities within the USG (including EGSC). Institutional liaisons and representatives of the participating institutions ensure the integrity of the program through course review, faculty credentials review and participation in eCore affiliate meetings. EGSC students who take eCore classes are registered through EGSC and are issued an EGSC account; eCore also issues students an eCore account. eCore students access eCore courses on the eCore website using their eCore login credentials. eCore ensures the integrity of the privacy and security of its online students. As provided in the eCore Cooperative Affiliate Academic Agreement,

USG eCore, on behalf of partner institutions, provides services to support student success including: coordinating faculty credentialing/approval; general student success support, faculty, and partner support; technical support; test proctoring and identity verification; tutoring services; textbook/course resource development and utilization assistance; instructional design services; faculty orientation and development sessions; and marketing services. eCore provides learning outcome assessment, demographic, and enrollment data for the courses in this cooperative academic arrangement as well as end-of-term and overall evaluation data of all provided eCore academic and support services to the affiliate campuses and to the eCore Regents Advisory Committee for review and continuous improvement.

EGSC does not offer correspondence courses.

a) EGSC ensures that any student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives credit.

EGSC has in place a variety of policies and procedures, beginning with the time a student applies to the college, to verify the applicant's identity, and, once admitted, to assure that the same student is the one that is completing the academic work. The manner in which these methods are communicated to students, faculty and staff, and the specific methods utilized at each stage of the student's education, are described below.

Communicating Distance Education Policies and Procedures to Students, Faculty and Staff

The methods for assuring that the enrolled student is the one accessing and completing the work in an online course are communicated to students, faculty and staff via the [EGSC Online Education website](#). Faculty also have available the [EGSC Online Instructor Handbook](#), created for faculty to aid in course development and to provide instruction in best practices of online teaching.

Procedures To Verify Student Identity At The Time Of Application For Admission

The [EGSC Lawful Presence Policy](#) serves the purpose of establishing a student's identity at the time of application for admission and provides a means to verify residency for the purposes of tuition/fees and financial aid. During the admission process, prospective students must verify their state of residence and lawful presence. EGSC notifies students of this policy via letters, email, and the college website. Determining lawful presence requires the student to provide one or more of the following documents: original or certified birth certificate; a state or federally issued identification card or license with a photograph of the bearer; a federally-issued tribal identification card; a copy of the student's Certificate of Naturalization or Certificate of Citizenship or Permanent Resident or Alien Registration Receipt Card; a current military ID; an unexpired Free and Secure Trade (FAST) card; an unexpired NEXUS card; an unexpired Secure Electronic Network for Travelers Rapid Inspection (SENTRI) card; an unexpired driver's license issued by a Canadian government authority; an unexpired Employment Authorization Document that contains a photograph of the bearer; Certification of Report of Birth of a US Citizen born abroad issued by the United States Department of State (Form FS-1350); Consular Report of Birth Abroad of a US Citizen issued by the United States Department of State (Form FS-240); Certification of Birth Abroad of Citizen of US issued by US Department of State (Form FS-545).

(See [EGSC Lawful Presence Policy](#); See also [USG Lawful Presence Verification Methods Chart](#))

Unique User ID, Password and Email Accounts Assigned at Time of Admission/Enrollment

Upon admission and enrollment, regardless of modality, each student receives a unique user ID and initial password. The student is directed to change the initial password to one that is personalized using a combination of letters, numbers, and a special character. Students are instructed to keep this password private. The username and password are used for email, access to the student records system, and access to online courses.

The College also issues each student a unique EGSC email address. Through the unique student identification number or the student email address, along with the associated password, the student may access systems including, but not limited to, Banner (student information system), Catmail (student email system), and D2L (learning management system).

Ongoing Protections to Verify Student Identity During the Educational Process at EGSC

The EGSC Faculty Handbook contains EGSC's Online Instructional Policies. This Faculty Handbook provides instructions to faculty concerning the methods to be used to assure that the student enrolled is the one who is completing the academic work.

The passage of the Higher Education Opportunity Act and its attending regulations in 2009 requires student authentication for enrollment in distance or correspondence education.

The regulation requires an institution accredited by an accrediting body that is recognized by the U.S. Secretary of Education to "demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and passcode, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification."

Numerous security measures are essential to effective online course delivery. These measures are utilized to maintain the integrity of online courses, ensuring that a student's work is indeed his or her own. Due to the potential for compromised high-stakes tests, all online classes must incorporate one or more proctored examination(s) of students at approved testing sites, using an approved third party online proctoring service, at approved times or during approved time intervals. The USG has a list of approved proctored test sites for students unable to test on the Swainsboro, Statesboro, or Augusta campuses. In some cases, the exams comprise a relatively small percentage of course grades. Additional measures that secure the integrity of online courses include, but are not limited to, discussions, writing assignments, essay questions, and/or portfolios. Multiple methods of measuring conceptual understanding and skill in synthesizing and applying knowledge are necessary to access higher order thinking and make it more difficult for students to use another's work. Such measures are required for successful online course completion at EGSC. The College also has a site license for the "Turnitin" service. This web service (See Turnitin Webpage) is used to combat plagiarism while aiding students with proper research citation.

All current GA View D2L courses are housed on the USG GA View D2L servers located at the University of Georgia where they are regularly maintained on a multi-redundant basis. Student accounts (usernames and passwords) are generated for each student at the time of enrollment and kept for the duration of their matriculation at EGSC. Passwords may be changed at any time by the student, faculty, or GA View D2L Administrator.

Additionally, all course content and computer stations are password protected and sit behind highly configured firewalls at both the state and institutional levels.

(See EGSC Faculty Handbook, page 13)

Additionally, EGSC provides guidelines to faculty for best practices for proctoring exams. It addresses both face-to-face exams for an entire class and proctored experiences for online students, as these two environments have different needs and concerns.

The specific method used to identify students varies among instructors. Most opt for a proctored exam that is worth a significant portion of the student's grade (i.e 25-30%). Students must present a photo ID to their professor or test proctor to participate in the proctored experience, regardless of its nature. Students who cannot come physically to campus must utilize an approved proctoring service, such as ProctorU. This requires ID verification with a photo ID, which may be shown to a camera if the student uses an online proctoring service. Online instructors receive training that includes discussion of proctored experiences via a face-to-face workshop or individually via the D2L Training Sandbox for teaching faculty. A student training course also exists, and proctored experiences are noted in the Announcements of the course.

Other common proctored experiences include lab sessions, writing workshops for papers, and community service projects. If the instructor chooses one of these experiences, or if a student uses another campus for a proctored experience, the student's identity is still verified via a photo ID by the instructor asking to see this ID. Approved proctoring sites include other USG institutions and campuses of the Technical College System of Georgia. Some military bases also offer approved proctoring for students on active duty. In all cases, a student needs to produce and show his or her identification.

(See [EGSC Proctoring of Exams Best Practices](#))

b) EGSC has multiple written procedures for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

As stated on EGSC's website, EGSC is committed to protection of student privacy, regardless of modality.

Protecting Student Privacy: East Georgia State College (EGSC) is committed to protecting the privacy of all students, regardless of modality. As a condition of retaining its regional SACSCOC accreditation, EGSC has published its written procedure for protecting the privacy of students enrolled in distance and correspondence education courses and programs.

(See [EGSC Online Education Webpage](#))

EGSC uses a single, consistent method for protecting the privacy of its student's username and passwords and unique student identification number, regardless of modality. In addition, online students must submit to at least one proctored exam at EGSC or an officially approved proctored location, and the student must show proper identification.

As stated in writing on EGSC's online education webpage, EGSC's approach to assuring students' privacy is as follows:

Approach and Procedure: To protect the privacy of all students, including distance learning students, EGSC supports and complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. EGSC makes the text of the FERPA act available to all constituents via the EGSC website and publications such as the Student Handbook and Academic Catalog.

At enrollment, all EGSC students are issued a unique student identification number. This student ID becomes the unique identifier for the student throughout his/her academic career at the College. The College also issues each student a unique EGSC email address.

Through the unique student identification number or the student email address, along with a password, the student may access systems such as Banner (student information system), Catmail (student email system), and D2L (learning management system).

In a similar fashion, college personnel are also issued unique login credentials for all EGSC systems. In the event of EGSC personnel no longer being employed by the school, the former employee's accounts are disabled to prevent access.

(See [EGSC Online Education Webpage](#))

Significant additional privacy protections are provided by the provisions of EGSC's comprehensive Information Technology policies.

The EGSC Information Technology Policies are published on the President's Policy and Procedure Page Section 11. The below policy excerpts provide information regarding a student's passwords and usage:

11.4 Acceptable Use: Keep passwords secure and do not share accounts. Authorized users are responsible for the security of their passwords and accounts.

- Users will be required to change their respective passwords at a minimum of 90-day intervals.

(See [EGSC Information Technology Acceptable Use Policy, Section 11.4](#))

11.10 Campus Email Policy: New students email accounts are created without the request of the student at the time they are accepted for admission to East Georgia State College and before orientation/registration.

- Readmitted students' email accounts will not be reactivated until after they have been registered for the returning semester.
- Students' email accounts names are system-generated and can only be changed as a result of an official name change. The student must first request an official name change in the Registrar's Office.
- Once the name change has been processed, the Information Technology Department will create the new email and GA View D2L accounts and transfer any existing "inbox" email messages to the new email account.
- Student email passwords are derived from information known by the student. [Students should] not share passwords with anyone. Students who believe their password has been compromised may request a password change by either sending a request to cswork@ega.edu using their EGSC email account or in person with proper picture identification to an EGSC Information Technology staff member at the main campus or at EGSC Statesboro and EGSC Augusta instructional sites.
- Email Password reset requests **will not** be taken over the phone **or** from non-EGSC email accounts.
- Students are advised to preserve their EGSC email account for academic work only.
- A student's Email account will be closed and all Email messages deleted for any student who has not attended classes at East Georgia State College for over one-year period of time. This time period begins when the student was last enrolled and taking classes at East Georgia State College.

(See [EGSC Information Technology Campus Email Policy, Section 11.10](#))

See also instructions within the MY EGSC Portal for faculty, staff and students: Accessing Your Accounts for password creation, usage and reset requests.

The EGSC Campus Computer and Network Usage Policy addresses academic dishonesty and consequences:

4.8. Academic dishonesty

You should always use computing resources in accordance with the high ethical standards of the College community. Academic dishonesty (plagiarism, cheating) is a violation of those standards.

5.3. Imposition of sanctions

East Georgia State College may impose sanctions and punishments on anyone who violates the policies of the College regarding computer and network usage.

7.3. First and minor incident

If a person appears to have violated this policy, and (1) the violation is deemed minor by the Information Technology Department, and (2) the person has not been implicated in prior incidents, then the incident may be resolved at the Information Technology Department or other department level. The alleged offender will be furnished a copy of the College Computer and Network Usage Policy (this document) and will sign a form agreeing to conform to the policy.

7.4. Subsequent and/or major violations

Reports of subsequent or major violations will be forwarded to Student Affairs (for students) or the department head (for employees) for the determination of sanctions to be imposed. Departments should consult the Office of Vice President for Fiscal Affairs/Personnel Office regarding appropriate action.

7.5. Range of disciplinary sanctions

Persons in violation of this policy are subject to the full range of sanctions, including the loss of computer or network access privileges, disciplinary action, dismissal from the College, and legal action. Some violations may constitute criminal offenses, as outlined in the Georgia Computer Systems Protection Act and other local, state, and federal laws; the College will carry out its responsibility to report such violations to the appropriate authorities.

7.6. Appeals

Appeals should be directed through the already-existing procedures established for employees and students of East Georgia State College.

(See [EGSC Information Technology Campus Computer and Network Usage Policy, Section 11.1](#))

Family Educational Rights and Privacy Act (FERPA) Notifications

EGSC informs students, through multiple channels and in writing, about student privacy protection. The procedures are the same for all students, regardless of modality.

First, EGSC has adopted a policy concerning the notification of students about their FERPA rights. (See [EGSC Notification of Student Rights Under FERPA](#)). EGSC supports and complies with the [EGSC Lawful Presence Policy](#) and with [Family Educational Rights and Privacy Act \(FERPA\) of 1974](#). EGSC makes the text of the FERPA act available to all constituents via the EGSC website and publications such as the EGSC Student Handbook and EGSC Catalog.

The EGSC Faculty Handbook addresses the procedures used by EGSC to inform students of their right to privacy under FERPA:

Annually, through distribution of the Student Handbook, East Georgia State College informs students of the Family Educational Rights and Privacy Act of 1974. This Act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

(See EGSC Faculty Handbook, page 14)

Also, the EGSC Student Handbook, which is published online, details the student rights under FERPA:

This institution is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, which is designed to protect the student's rights to education records maintained by the institution. Under this act, a student has the right to inspect and review education records maintained by this institution that pertain to the student, to challenge the content of records on the grounds that they are inaccurate, misleading or a violation of privacy or other rights, control disclosures of education records with certain exceptions, and the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

(See EGSC Student Handbook, page 12)

Also, EGSC's FERPA Policy is published in the EGSC Catalog and on the webpage of the EGSC Registrar. (See EGSC Catalog FY2019-2020, page 3)

Issuance and Protection of Usernames and Passwords

EGSC issues unique student ID numbers and usernames to students upon enrollment which are protected by EGSC and USG servers and firewalls.

Student usernames and email accounts are system-generated and can only be changed as a result of an official name change. The student must first request an official name change in the Registrar's Office. Once the name change has been processed, the Information Technology Department will create the new email and GA View D2L (LMS) accounts and transfer any existing "inbox" email messages to the new email account.

Student usernames and email passwords are derived from information known only by the student. Students are advised to not share their passwords. Students who believe their password has been compromised are instructed to reset a password change by either sending a request to cswork@ega.edu using their EGSC email account or in person with proper picture identification to an EGSC Information Technology Department staff member at the main campus or at EGSC-Statesboro.

(See EGSC Information Technology Campus Email Policy, Section 11.10)

EGSC Servers, Firewall Protection, and Protection of Institutional Records

All current GaView D2L/Brightspace courses are housed on the USG GaView D2L/Brightspace servers located at the University of Georgia, where they are regularly maintained on a multi-redundant basis (The University of Georgia is a sister institution of EGSC and a unit of the USG). Student accounts (usernames and passwords) are generated for each student at the time of enrollment and kept for the duration of their matriculation at EGSC. Passwords may be changed at any time by the student, faculty, or a GaView D2L/Brightspace Administrator. Additionally, all course content and computer stations are password protected and sit behind highly configured firewalls at both the state and institutional levels.

Student enrollment and Academic achievement records are maintained by EGSC's Office of Enrollment Management. The process for receipt of print records, scanning, indexing, storage and retention is described in EGSC Policy :

Student records are stored as un-scanned Banner Xtender hardcopy documents in a secured, fireproof area for all records applicable to student enrollment and academic achievement. The Scanning and Indexing Unit of Enrollment Management assumes the responsibility of creating an electronic image of all incoming documents submitted by students to the Admissions, Financial Aid, and Records Offices. These documents are maintained in the Banner Xtender document system and retained indefinitely. The Office of the Registrar retains electronic images including, but not limited to, the following: end-of-term grade processing reports, graduation information and audit forms, schedule adjustment/registration information, transcript requests, withdrawal forms, enrollment certification requests, confidentiality requests, CPE, Compass and Regents' exam score information. Hardcopies of student documents will be archived for a period of one semester.

Through FERPA, students are granted full discretion for disclosure of their academic information to persons or entities other than themselves. Students have the option of requesting that no information, including what is considered directory information, be released to anyone other than themselves. We request students who choose this option, complete a Confidentiality Statement. This information is placed into the student's folder and kept until such time as the folder is destroyed. Banner Student Information System and the physical document is scanned and indexed into the AppXtender Document Management System for a permanent record. The physical paper form is destroyed according to the guidelines stated in the policy.

(See EGSC Institutional Records Policy, Registrar--Record Retention, Storage, and Disposal of Student Enrollment and Academic Achievement Records)

c) EGSC ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Students are notified in writing at the time of registration or enrollment regarding both online education procedures and fees.

The EGSC Catalog, pages 57-58, informs students of various miscellaneous/special fees. One of those fees includes that of proctored exams for online students. The Business Office publishes the Tuition and Fee Schedule, which includes a Miscellaneous Proctor Fee. (See EGSC Business Office Webpage Proctor Fees page 3) At EGSC, all online courses require at least one proctored experience. When the student is considering a potential online course prior to registration, the student can review the course detail on the EGSC course schedule. The course detail provides the course meeting dates and times, pre-requisites, confirms the asynchronous instruction and indicates "proctoring fee possible."

Since 2014, EGSC has partnered with the ProctorU corporation to deliver online proctoring. This is a fee-based service where the student, who requires proctoring at home or another location,

simply pays a fee and tests using a webcam. The fee for a two-hour exam is approximately \$25. There are minimum technology requirements the student must have in place, which are detailed on the website. The faculty member creates a sign-up list at the ProctorU website, with specific instructions on dates/times/tools allowed, and the student then sets up his or her proctoring time and submits payment for the proctoring service. Professors then can give their exams via Ga View/D2L/Brightspace, My(Subject)Lab from Pearson, or through other integrated software. A ProctorU employee then observes the student via a webcam to insure there is no cheating. This is a beneficial option for students who are home-bound or who reside in areas located far from the approved proctor sites in Georgia.

(See [ProctorU website](#))

















In addition, certain programs, such as the EGSC RN-BSN Bridge Program, an online program for registered nurses, may require students to show proof of identity and submit to and pay for additional screening such as a criminal background investigation and drug screening, as part of the admission requirement for that specific program of study. The students are informed of their responsibility for the additional fees.









(See the [EGSC RN-BSN Bridge Program Nursing Student Handbook, pages 11-12](#))

CONCLUSION

In conclusion, EGSC offers distance education courses and programs (but not correspondence education). EGSC ensures that each student who enrolls in a distance education course or program is the same student who participates in and completes the course and receives credit. EGSC has written policies to protect the privacy of students enrolled in its distance education courses and programs. EGSC ensures that students are notified in writing, in the catalog and at the time of course registration, about fees associated with the process of verification of student identity.

Sources

-  2018 EGSC Nursing Student Handbook edits 8-10-18.docx (Page 11)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 3)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 57)
-  EGSC Business Office - Proctor Fees (Page 3)
-  EGSC Campus Computer and Network Usage Policy
-  EGSC FERPA Notification of Student Rights Policy
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 14)
-  EGSC Information Technology Acceptable Use Policy
-  EGSC Information Technology Campus Email Policy 11-10
-  EGSC Institutional Records Policy
-  EGSC Lawful Presence Policy
-  EGSC Online Education Webpage
-  EGSC Online Instructor Handbook, Fall 2018 edition
-  EGSC ProctorU Webpage
-  EGSC Proctoring of Exams-Best Practices Statement

-  EGSC Registrar's Office Webpage - FERPA Notification of Student Rights
-  EGSC SACSCOC eCore Affiliate Notification Letter 8-12-2015
-  EGSC Student Handbook 01-10-2020
-  EGSC Student Handbook 01-10-2020 (Page 12)
-  EGSC eCore Webpage
-  Family Educational Rights and Privacy Act (FERPA)
-  Turnitin Webpage
-  USG Lawful Presence Verification Methods Chart

10.7

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes and implements sound and acceptable policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. Credit hour policies and policies align with those standards set forth by the University System of Georgia (USG) and the federal description of the credit hour found in the SACSCOC policy on Credit Hours.

All courses and credit hours are reviewed initially by academically qualified faculty and approved by the EGSC Academic Policies and Curriculum Committee (APCC) and EGSC Faculty Senate prior to implementation and granting of credit. Policies are published in the EGSC 2019-20 Catalog online and on EGSC's Policies and Procedures webpage.

All EGSC's degree programs are based on credit hours.

EGSC'S CREDIT HOURS POLICY

As a member institution of the USG, East Georgia State College (EGSC) adheres to the definition of a semester and credit hour as presented in the policy manual of its governing body, the USG Board of Regents (BOR).

Per BOR Policy 3.4.2 Uniform Academic Calendar, the academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations.

Per BOR Policy 3.4.4 Instructional Time, a minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

EGSC Credit Hours Awarded Policy is published in the College's catalog. This seat-time definition is not an indication of the time the student must spend to successfully complete the credit-hour. In practice, EGSC's expectation is that students must spend at least two hours outside of class for each hour in class or the equivalent student engagement time per credit hour. In traditional lecture courses, out-of-class time is required to prepare for and to carry out the assignments associated with the instructional contact time for the credit hours awarded. Thus, the definition of the credit hour is defined as

A minimum of 750 minutes of instructional time and 1500 minutes of time outside the classroom environment is required for each semester credit hour. For alternative delivery

methods, the total amount of instructional and outside the classroom environment time will be equivalent for each semester hour of credit.

Credit hours awarded are determined by EGSC academic governance after consideration of both instructional and out of class time. See the [EGSC Credit Hours Awarded Policy](#):

For all curriculum proposals sent to the Academic Policies and Curriculum Committee for approval both the instructional time and out-of-class time will be indicated. Prior to submission to the Faculty Senate and the President for approval, the Academic Policies and Curriculum Committee will verify the appropriateness of the credit hours listed in the curriculum proposal.

COMPARABILITY OF STUDENT ENGAGEMENT TIME PER CREDIT HOUR REGARDLESS OF COURSE TYPE, MODE OF DELIVERY AND LENGTH OF TERM

[Section 3.4.2](#), Uniform Academic Calendar, of the BOR Policy Manual states that the academic calendar consists of at least 15 weeks of instructional time. [EGSC Credit Hours Awarded Policy](#) requires equivalency for alternate delivery methods:

A minimum of 750 minutes of instructional time and 1500 minutes of time outside the classroom environment is required for each semester credit hour. For alternative delivery methods, the amount of instructional and outside the classroom environment time will be equivalent for each semester hour of credit.

For courses of shorter duration than 15 weeks, the same instructional time standard applies ([Section 3.4.4, Instructional Time](#), of the USG Policy Manual).

A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

For example, a 3-semester credit hour course taught in an eight-week summer term would be expected to have double the number of instructional contact minutes per week as the same course taught in a traditional 15-week semester. Similarly, the expected amount of out-of-class time per week spent in that course over a traditional semester would be doubled per week in a summer term which is equivalent to a half semester in length.

Similar equivalencies between traditional lecture courses and scheduled labs exist. Scheduled class time in science labs per week is roughly three times longer than weekly class time in a lecture course per credit hour because most of the equivalent student engagement time per lab hour is spent working on assignments in the laboratory.

A course is sometimes offered in face-to-face and online delivery modes. Online delivery methods include synchronous and asynchronous formats using computer Learning Management Systems (LMS), such as Desire2Learn (D2L) and WebCOM delivery system (for Biology/lab courses). Although the online course may deliver its instructional time and assignment time in entirely different ways from its face-to-face counterpart, both courses are typically expected to achieve comparable content coverage, student learning outcomes, and student engagement time and effort.

[EGSC Credit Hours Awarded Policy](#) identifies the semester credit hours associated with each course as they are recorded in the college catalog. Courses are labeled in the EGSC Catalog with a course prefix, a number, and three numbers in parentheses (Example: ENGL 1101 [3-0-3]). The first number in the parentheses is the number of lecture hours; the second number indicates the number of laboratory hours; and the third number indicates the number of credit hours awarded for successful completion of the course.

The course name and prefix, credit hours, pre-requisites and course description is represented in the EGSC Catalog as follows:

ENGL 1101 Composition I 3-0-3 Co-requisite: enroll in ENGL 0999.

Focuses on skills required for effective writing in a variety of contexts with an emphasis on exposition, analysis, argumentation including an introduction to a variety of research skills. Supplementary reading will include essays and a contemporary novel.

EGSC IMPLEMENTS ITS POLICIES FOR DETERMINING THE AMOUNT AND LEVEL OF CREDIT AWARDED FOR ITS COURSES.

The following table is the Expected Student Engagement per Semester Credit Hour (SCH)

Credit Hours	In-Class Minutes	Out-of-Class Minutes	Total Engagement
1	750	1500	2250
2	1500	3000	4500
3	2250	4500	6750
4	3000	6000	9000

The following is a sample of Courses Delivered Face-to-Face with Different Credit Hours, Weekly Schedules and Length of Terms.

- MATH 1540, Calculus I, 4 semester credit hours
 - Fall 2019 (15 Week Course)
 - 8:00am–9:40am, Tuesday /Thursday (T/R): 3,000 minutes
 - The syllabus substantiates out-of-class assignments that support 6,000 minutes of academic engagement, including weekly math journal, daily homework, and studying for weekly quizzes and four exams.
- POLS 1101, American Government, 3 semester credit hours
 - Fall 2019 (15 Week Course)
 - 9:25am–10:40am, Tuesday/Thursday (TR): 2,250 minutes per semester
 - The syllabus substantiates out-of-class assignments that support 4,500 minutes of academic engagement, including weekly readings requiring written responses and chapter readings and lecture review in preparation for 15 quizzes and 4 exams.
- HLTH 2051, Health, 2 semester credit hours
 - Fall 2019 (15 Week Course), 2 semester credit hours
 - 8:00am–8:50am, Tuesday/Thursday (TR): 1,500 minutes per semester
 - The syllabus substantiates out-of-class assignments that support 3,000 minutes of academic engagement, including weekly chapter reading, Health reading questions, chapter review/studying for 5 exams and dynamic study modules specific to chapters and classroom discussion topics.
- PHED 1101, Aerobics, 1 semester credit hour
 - Fall 2019 (15 Week Course)
 - 9:00am–9:50am, Monday/Wednesday (M/W): 750 minutes
 - The syllabus substantiates out-of-class assignments that support 1,500 minutes of academic engagement, including weekly chapter readings and weekly FitQuest postings in D2L.
- ENGL 1101, Composition 1, 3 semester credit hours
 - Spring 2020 (8 Week Course)
 - 8:00am-9:15am, Tuesday, Wednesday, Thursday, and Friday (TWRF) 2,400 minutes

- The syllabus substantiates out-of-class assignments that support 4,500 minutes of academic engagement, including 3-unit essays, homework, and studying for quizzes and tests.
- HLTH 2051, Health, 2 semester credit hours
 - Spring 2015 (8 Week Course)
 - 1:35pm–2:25pm, Monday, Tuesday, Wednesday, Thursday (MTWR): 1500 minutes
 - The syllabus substantiates out-of-class assignments that supports 3,000 minutes of academic engagement, including weekly academic readings and discussions/assignments and studying for 5 exams.
- PHED 1101, Aerobics, 1 semester credit hour
 - Spring 2015 (8 Week Course)
 - 9:00am–9:50, Monday, Tuesday, Wednesday, Thursday (MTWR): 740 minutes
 - The syllabus substantiates out-of-class assignments that support 1,500 minutes of academic engagement, including studying for exams and 2 written reports on articles.
- COMM 1110: Public Speaking, 3 semester credit hours
 - Spring 2019 (2 Week Course)
 - 9:00am-1:45pm, Monday, Tuesday, Wednesday, Thursday (MTWR) 2,250+ minutes
 - The syllabus substantiates out-of-class assignments that support 4,500 minutes of academic engagement, including preparation for 3 speeches and studying for comprehensive final exam over the classroom lecture and textbook.
- HLTH 2051, Health, 2 semester credit hours
 - Spring 2019 (2 Week Course)
 - 1:00pm-4:10pm, Monday, Tuesday, Wednesday, Thursday (MTWR) 1,500+
 - The syllabus substantiates out-of-class assignments that support 3,000 minutes of academic engagement, including chapter readings, study guide assignments, and studying for a comprehensive written final.
- PHED 1231, Bowling. 1 semester credit hour
 - Spring 2019 (2 Week Course)
 - 10:00am-11:50am, Monday, Tuesday, Wednesday, Thursday (MTWR) 750 minutes
 - The syllabus substantiates out-of-class assignments that support 1,500 minutes of academic engagement, including textbook readings and/or YouTube videos that prepare a student for a written exam.

The following is a sample of Courses Delivered online with Different Credit Hours, Weekly Schedules and Length of Terms.

- MATH 1540, Calculus I, 4 semester credit hours
 - Fall 2019 (15 Week Online)
 - The syllabus substantiates out-of-class assignments that support 9,000 minutes of academic engagement, including weekly homework and quizzes and a comprehensive midterm and final.
- ENGL 2130, American Literature, 3 semester credit hours
 - Spring 2020 (15 Week Online)
 - The syllabus substantiates out-of-class assignments that support 6,750 minutes of academic engagement, including weekly readings (see assignment page), weekly discussions, and a researched essay.

- HLTH 2051, Health, 2 semester credit hours
 - Fall 2019 (15 Week Online)
 - The syllabus substantiates out-of-class assignments that support 4,500 minutes of academic engagement, including chapter readings, study guide assignments, and studying for a comprehensive written final.
- PHED 1071, Fitness Walking, 1 semester credit hour
 - Spring 2019 (15 Week Online)
 - The syllabus substantiates out-of-class assignments that support 2,250 minutes of academic engagement, including weekly FitQuest module and a final exam.
- FESA 3109, Strategies and Tactics for Fire and Emergency Services, 3 semester hours
 - Fall 2019 (8 Week Online)
 - The syllabus substantiates out-of-class assignments that support 6,750 minutes of academic engagement, including chapter and supplemental readings, quizzes on readings, discussion form responses, written assignments, and studying for comprehensive midterm and final exams.
- MATH 0997, Quant Skills and Reason Support, 1 semester credit hour
 - Fall 2019 (8 Week Online)
 - The syllabus substantiates out-of-class assignments that support 2,250 minutes of academic engagement, including academic skills preparation and quiz preparation.
- BUSA 2105, Business Communications, 3 semester credit hours
 - Fall 2019 (3 Week Online)
 - The syllabus substantiates out-of-class assignments that support 6,750 minutes of academic engagement, including chapter readings, discussions, and studying for a comprehensive exam.
- HLTH 2051, Health, 2 semester credit hours
 - Fall Term 2019 (3 Week Online)
 - The syllabus substantiates out-of-class assignments that support 4,500 minutes of academic engagement, including chapter readings, study guide assignments, and studying for a comprehensive written final.
- PHED 1071, Fitness Walking, 1 semester credit hour
 - Fall Term 2019 (3 Week Online)
 - The syllabus substantiates out-of-class assignments that support 2,250 minutes of academic engagement, including weekly FitQuest module and a final exam.

EGSC has developed a hybrid 4 semester credit hour course. There has been no hybrid course developed/delivered for 3 or 1 semester credit hour courses.

- PHYS 2211, Physics I: Classical Mechanics, 4 semester credit hours
 - Spring 2019 (15 Week Hybrid)
 - Lab: 12:00pm–1:40pm, Fridays, (F), 1,500 minutes
 - The syllabus substantiates out-of-class assignments that support 10,500 minutes of academic engagement, including weekly chapter readings, watching instructional videos with assignments, and study for seven quizzes, a midterm and final exam.
- HLTH 2051, Health, 2 semester credit hours
 - Fall 2019 (2 Week Hybrid)
 - 6:00pm–6:50pm, Monday (M) 750 minutes

- The syllabus substantiates out-of-class assignments that support 3,750 minutes of academic engagement, including chapter readings, study guide assignments, and studying for a comprehensive written final.

EGSC'S POLICIES REQUIRE OVERSIGHT BY PERSONS ACADEMICALLY QUALIFIED TO MAKE THE NECESSARY JUDGMENTS

Course development typically begins with academically qualified faculty following generally accepted disciplinary practices and traditions of curriculum development. This initial assignment of credit hours to a course by academically qualified faculty ensures that the credit hours assigned will have academic integrity.

Following initial course development by academically qualified faculty, the academic policies of EGSC and EGSC's faculty governance procedures further assure the appropriateness of the amount of credit awarded. These procedures are summarized below.

Academic policies are policies that address academic matters including, but not limited to, academic personnel and responsibilities, curriculum, grades, award of credit hours and the EGSC Statutes. Academic policies require approval of the Academic Policies and Curriculum Committee (APCC), Faculty Senate and the President. All members of the governance bodies are faculty. Each member is uniquely qualified to make decisions regarding proposals and creation of new courses and associated credit hours. Per BOR Policy 8.3.1.2 Minimum Qualifications for Faculty Employment, evidence of ability as a teacher, scholar, and successful experience are prerequisites for employment. All faculty have an annual evaluation in accordance with the USG BOR policy. This serves to "maintain high standards of instruction and commitment to academic advising, community service, and professional development."

The EGSC Policy and Governance Approval Procedures states that the academic governance process begins with a formal academic proposal. A routing sheet was created for the purpose of guiding the curriculum or policy through the various governance bodies for review and acquisition of the official respective comments, revisions or approval signatures. For academic policy, the VPASA is the policy owner. The VPASA begins the approval process with submission of the policy or curriculum and routing sheet to the APCC, then Faculty Senate, then President, and then the Cabinet.

The EGSC Academic Policies and Curriculum Committee is a standing committee of the Faculty Senate. Members of the committee include:

- Chair: Vice President for Academic and Student Affairs
- Each Dean
- One faculty member from each academic school, nominated by each school and elected by the faculty of that school
- President of Student Government Association

The purposes of the Academic Policies and Curriculum Committee are to establish the academic goals and maintain high academic standards of the College and to assure that the curriculum meets emerging needs of the college community, meets accreditation standards, and complies with USG policies and procedures. Its functions are to recommend policies and procedures as necessary and proper to accomplish its purposes; study and enumerate the academic goals of the college; make recommendations to the faculty on matters of academic policy; and recommend approval of courses and transfer pathways pursuant to its policies and procedures.

According to EGSC Faculty Senate Bylaws, the Faculty Senate reviews function, membership and how members are qualified.

The Faculty Senate shall function in an advisory capacity directly to the President of the College, as the official representative of the Faculty regarding all matters of import to the Faculty or any other matters which the President brings before it. The Faculty Senate shall meet at least two (2) times per semester during the regular academic year. In keeping with the mission of East Georgia State College, the definitions above, the purpose of the Faculty Senate as included in the Faculty Handbook, and the principles of shared governance, and to encourage excellence in teaching, service, and professional development through the free exchange of ideas among the Faculty, students, and staff of East Georgia State College, the duties of the East Georgia State College Faculty Senate will include, but not be limited to, the following:

- To study, discuss, and recommend institutional objectives, policies, and procedures;
- To represent and advocate the concerns of the Faculty;
- To maintain communication between the Faculty and the administration;
- To make recommendations to the President as to the development, welfare, and morale of the Faculty;
- To conduct research and review on matters of importance to the Faculty and the general welfare of the College, including forming and charging committees;
- To maintain communication with Staff Council, Academic Affairs, and the President's Cabinet;
- To review and introduce changes in policy;
- To review and recommend College action about changes in the world of higher education;
- To foster a cooperative spirit within College governance; and
- To support Faculty efforts to respect and preserve academic freedom at East Georgia State College.

The Faculty Senate shall be composed of seven members: two representatives elected from each division, at least one representative must hold tenure; one representative from each campus; and one at-large tenured representative elected by the entire membership. If any full-time Faculty members petition the Senate arguing that they are not represented by the elections, the Faculty Senate will consider the petition and may grant a proportionate number of "at large" seats to the Senate. The East Georgia State College representative to the University System of Georgia Faculty Council shall be a non-voting position on the Senate appointed by the Senate Chair.

The Faculty Senate, in addition to any action taken at faculty Senate meetings, shall carry on its business through a structure of Standing Committees. The committees shall make recommendations to the faculty Senate. Upon adoption by the Faculty Senate, the action of the faculty Senate is advisory to the College President.

As provided in the EGSC Faculty Handbook (pages 7-8), curricular changes may begin at any level in the institution. The formal process usually follows the following steps:

1. Individual Faculty
2. School/Department
3. Vice President for Academic Affairs
4. Academic Policies and Curriculum Committee
5. Faculty Senate
6. President
7. Office of Chancellor (new programs) or General Education Council for Area A-E Core Curriculum
8. Board of Regents (new programs)

However, before a proposal comes before the Academic Policies and Curriculum Committee and the Faculty Senate, all who would be affected should have the opportunity to make suggestions, criticisms, or objections. The Vice President for Academic Affairs and the President should have a similar opportunity as well to determine if the proposal is legally or economically possible and within the role and scope of the college. Faculty who desire to propose a new course should complete the Application for Proposed New Course form which includes the following major sections:

1. Justification of the need for the course (narrative)
2. Course Description
3. Estimated budget to support this course
 - a. Operating costs
 - b. Capital outlay
 - c. Additional library resources
4. Institutions in the University System offering similar courses (including course titles and numbers)
5. Course syllabus
6. Major topics to be covered
7. Objectives of the course
 - a. Objectives
 - b. Purpose (replacement or additional course)
 - c. Effect on enrollment of other courses
8. Institutional resources which make the offering desirable (including qualifications of available instructors). Before presentation to the Academic Policies and Curriculum Committee, the Academic Policies and Curriculum Changes Form must be submitted in order to track the location of a curriculum change. These forms can be found in MyEGSC under "Online Forms" for academic forms under the group/employee/faculty link.

EGSC PUBLISHES POLICIES FOR DETERMINING THE AMOUNT AND LEVEL OF CREDIT AWARDED FOR ITS COURSES

The policies for determining the amount and level of credit as described above are published in the 2019-20 Catalog and the EGSC Policies and Procedures webpage. Publication refers to the posting of the approved policy on the EGSC Policies and Procedures webpage.




































EGSC'S CHOICE PROGRAM
















Qualifying students with intellectual or developmental disabilities may participate in EGSC's non-degree CHOICE program. (See CHOICE Program for Inclusion Learning Webpage) CHOICE is a program for high school graduates with intellectual or developmental disabilities. Credits for the CHOICE courses meet the standards set forth by the USG and the federal description of the credit hour found in the SACSCOC policy on Credit Hours. CHOICE students are coded as Auditor students. Per BOR Policy 3.1.2.5, the auditor may not use any audited course for credit unless he/she repeats the course for credit as a regularly enrolled student. The college will consider the acceptance of auditors only when their enrollment will cause no hardship or inconvenience to the institution or the regularly scheduled students. An auditor may or may not, as he/she wishes, participate in all activities of the course including taking examinations and submitting of papers for evaluation.

CONCLUSION

EGSC publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. EGSC does not offer programs that are not based on credit hours, such as direct assessment programs.

Sources

-  80569EatonPHED1101 - f2f full - 1hr
-  80654LarsonPOLLS1101 - f2f full
-  80706EatonHLTH2051 - f2f full -2hr
-  ACE CREDIT Registry and Transcript System
-  Academic-policy-proposal-routing-form (1)
-  Application for Proposed New Course
-  BOR- 3.4.2- Uniform Academic Calendar
-  Board of Regents Policy Manual _ 3.4 Academic Calendar _ University System of Georgia
-  CRN 20409 WhitePHYS 2211 Hybrid15 weeks
-  CRN 81002 AndrewsMATH0997online 8 wks 1hr
-  College-Level Examination Program (CLEP) - East Georgia State College
-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC Academic Policies and Curriculum Committee
-  EGSC Admissions -Advance Placement Scores
-  EGSC CHOICE Program for Inclusive Learning Webpage
-  EGSC CLEP Scores
-  EGSC Credit Hours Awarded Policy
-  EGSC Credit for International Baccalaureate Policy
-  EGSC Credit for Military Education Policy
-  EGSC Faculty Handbook CAB 2-18-2020
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 7)
-  EGSC Faculty Senate
-  EGSC Faculty Senate Bylaws- Mission Duties Powers
-  EGSC International Baccalaureate Scoring guidelines
-  EGSC Military Credit Procedure
-  EGSC Military Learning Articulation Form
-  EGSC Mission and Accreditation Webpage
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC Prior Learning Assessment Policy
-  JordanENGL1101- F2F- 8wk-3hr
-  JordanENGL2130 -Online - Full term
-  Request Transcripts
-  Syllabi BarrMATH1540 - Online - Full Term
-  Syllabi Eaton HLTH 2051 - F2F - 8 week 2 hours

-  Syllabi Eaton HLTH 2051HYBRIDFALL2019 2 credit hour
-  Syllabi EatonHLTH 2051 - Online - 3 week 2 hrs
-  Syllabi EatonHLTH 2051 - Online - Full Term
-  Syllabi EatonPHED 1071 - Online - Full Term 1 hr
-  Syllabi EatonPHED 1101 - F2F - 8 weeks 1hr
-  Syllabi EatonPHED1071 - Online - 3 Weeks 1hr
-  Syllabi GossBUSA2105 - Online - 3 weeks
-  Syllabi HovindCOMM1101 - F2F 2 week - 3hr
-  Syllabi KearnsFESA3109 - Online - 8week - 3 hrs
-  Syllabi MasonHLTH2051 - F2F - 2 weeks -1 hr
-  Syllabi MasonPHED1231- F2F - 2 weeks -1 hr
-  Syllabi Robert-MarshMATH1540 - F2F full - 4hr
-  USG ASA Handbook 3.1.2.5 Auditors
-  USG Board of Regents Policy Manual 3.4.4 Instructional Time
-  USG Board of Regents Policy Manual 8.3.1.2 Minimum Qualifications for Employment
-  advance-placement-tests

10.8

Evaluating and Awarding Academic Credit

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes policies for evaluating, awarding and accepting credit not originating at EGSC. These policies ensure the academic quality of any coursework recorded on its transcript. This policy is overseen by persons academically qualified to make the necessary judgments. Also, these policies ensure that the credit awarded is comparable to any designated credit experience and consistent with EGSC's mission.

Please see section 10.9 of this Compliance Certification for a discussion of situations in which EGSC transcripts coursework as offered by EGSC when that coursework does not originate at EGSC.

MISSION OF EGSC

EGSC's mission as an access institution in the USG states:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC webpage, President's Office](#))

EGSC's policy about accepting credit is consistent with this access mission, which emphasizes transfer opportunities.

As a member institution of the University System of Georgia (USG), EGSC policy is also driven by USG policy which supports college completion in Georgia through its core curriculum transfer among USG institutions policy and the USG's agreement with the Technical College System of Georgia (TCSG) to accept transfer of core curriculum courses. Additionally, EGSC has entered into comprehensive MOUs with two USG regional institutions that are co-located or in the same city to expand transfer pathways opportunities for its students. Further, EGSC has entered into transfer articulation agreements with several TCSG institutions to respond to urgent needs in nursing and fire and emergency services fields.

In addition to these USG policies and agreements with other institutions, EGSC has adopted a comprehensive Prior Learning Assessment Policy as described in detail below. When transfer

credit has not been evaluated and approved under the terms of the above policies or agreements, the course presented for transfer is individually evaluated by qualified EGSC academic personnel in the manner described in the EGSC Catalog.

Each instance of transfer credit is described below.

TYPES OF CREDIT NOT ORIGINATING FROM EGSC WHICH ARE ACCEPTED BY EGSC FOR CREDIT

General EGSC Policy About Acceptance of Transfer Credit from Other Institutions of Higher Education

As stated in the Catalog:

Courses accepted in transfer must have been earned at a Southern Association of Colleges (SACSCOC) accredited institution, or an institution accredited by another regional accreditation body recognized by SACS as an equal. Transfer credit is evaluated upon receipt of official college transcripts. Grades accepted for transfer will include grades of "D" or better in core curriculum courses except in ENGL 1101 and 1102; MATH 1001, MATH 1101, 1111, 1401, 1113, 1540, 2012 or 2013. A grade of 'C' or higher is also required of all students who enroll in EDUC 2110, 2120 or 2130 (see Course Descriptions section of the catalog). Grades below a "C" in these courses will not be accepted to satisfy a degree requirement. Learning Support courses from out-of-state and private colleges do not transfer to East Georgia State College. Out-of-state students who have taken Political Science, United States or American History will need to take a proficiency exam to receive credit for the course(s) as well as satisfy the Georgia and United States History and Constitution requirements

(See EGSC Catalog, pages 19-20)

EGSC accepts transfer credit from other regionally accredited institutions in which courses have been deemed equivalent in quality and learning objectives to courses taught at EGSC. Courses that have not been approved for transfer at EGSC are forwarded to the respective academic departments for such determination. This assures review by persons academically qualified to make the necessary judgments.

(See EGSC Catalog 2019-2020 at pages 19-20; See, also, EGSC webpage, Registrar's Office, Acceptance of Transfer Credit.)

Core Curriculum Transfer Among USG Institutions

EGSC adheres to acceptance of transfer credit in accordance with the policies and procedures of the USG and its institutional mission. The policy and procedure for awarding and accepting credit among USG institutions, among USG and TCSG institutions per agreement, through an approved Prior Learning experience, credit by examination, departmental examinations, advanced placement and international baccalaureate program are described in this narrative. In all instances, the award and acceptance of credit is consistent with the mission of EGSC to provide students access to academically transferable pathways and collaborative programs in occupation-related fields.

Board of Regents Policy (BOR) ensures the transfer of core curriculum among USG institutions. Per BOR Policy Manual 3.3.1 Core Curriculum:

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG

institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution.

See also USG Academic and Student Affairs Handbook, Section 2.4.9.

Core Curriculum Transfer from Technical College System of Georgia

Per BOR Policy 3.3.5.2, USG institutions and TCSG institutions will accept general education courses for transfer between their respective institutions.

University System of Georgia - Technical College System of Georgia Transfer

Articulation Agreement - The approval of the transfer of core curriculum credits to EGSC from TCSG in Georgia is authorized by the BOR Policy 3.3.5 University System and Technical College System Georgia Articulation Agreement. The goals of the USG and the TCSG Articulation Agreement are based on serving student needs, avoiding duplication of mission, using state resources efficiently and expanding opportunities for post-secondary attainment in Georgia. A Post-Secondary Oversight Council comprised of appropriate System Office staff from the TCSG and USG will meet on a regular basis to assure compliance with this articulation agreement, address other articulation issues if they arise and encourage the development of programs and policies to support Georgia's college completion goals. (See BOR Policy 3.3.5.)

A general education coursework transfer chart was created for this purpose and is updated annually. Credit is awarded based on the articulated coursework provided on the transfer chart from SACSCOC accredited TCSG institutions. The general education coursework transfer chart is published on the USG Academic Affairs webpage: USG-TCSG General Education Course Transfer Chart.

Memoranda of Understanding with Other USG Institutions.

EGSC entered into memoranda of understanding (MOUs) with two USG institutions, Georgia Southern University (GaSou) and Augusta University (AU), to expand educational opportunities for its students through transfer to baccalaureate programs to promote the goals of college completion. Both agreements provide that each institution agrees to abide by the SACSCOC Guidelines for Faculty Credentials in hiring faculty to teach in the programs.

Georgia Southern University

The EGSC-Georgia Southern University Memorandum of Understanding dated March 10, 2019 memorializes the understanding that had been in place since 1997. GaSou is a USG institution and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). GaSou is a public Carnegie Doctoral/R2 university, providing a broad range of bachelor's, master's, and doctoral level degrees. The GaSou/EGSC MOU combines the access mission of EGSC in offering learning support and core courses leading to associate degrees with opportunities for transfer to bachelor's degree programs at GaSou. The purpose of the program is to utilize the unique strengths of both institutions to enhance access to higher education in the region and to contribute to economic development by providing students with the skills and competencies necessary to contribute to the social and economic needs of the region. The program is described in the EGSC 2019-20 Catalog page 10.

- Co-enrollment: EGSC students may co-enroll in select GaSou core courses and Area F courses if student has declared a major related to the area F requirement. The Co-enrollment opportunities are limited to courses that assist students in completing their core curriculum and/or major-specific courses in Area F to transfer to GaSou degree programs. Students co-enrolled in GaSou courses will be considered transient students and credit earned will appear as transfer credit earned at GaSou on the EGSC transcript. Through a separate agreement with Army ROTC at GaSou, EGSC-Statesboro students may enroll in GaSou ROTC classes, as transient students, and GaSou credit earned will appear on their EGSC transcript.

- Reverse Transfer: Reverse Transfer allows an EGSC student transferring to GaSou the opportunity to transfer credit earned at GaSou back to EGSC in fulfillment of the core curriculum to earn an associate degree. EGSC and GaSou coordinate to identify potential students and work one-on-one with each to complete the reverse transfer.

The MOU provides for regular review and assessment of the program and a dedicated channel of communication. A committee consisting of two representatives from each institution will meet at least once per semester to ensure that student and faculty needs are met and that the program continues to improve. An annual review of the student success factors identified in the MOU will be evaluated to ensure continued improvement.

Augusta University

EGSC and AU entered into a five-year Memorandum of Understanding for a Cooperative Academic Program on AU's Summerville campus in May 2013 that was renewed in 2019. AU is a USG institution and is accredited by SACSCOC. AU is a Carnegie Doctoral-Research university, providing a broad range of bachelor's, master's and doctoral-level degrees. The AU/EGSC Cooperative Academic Program combines the mission of EGSC in offering learning support and core courses leading to associate's degrees with opportunities for transfer to bachelor's degree programs at AU. This collaboration enhances educational opportunities for students in the region and contributes to economic development. The program is described in the EGSC Catalog on page 10.

- Co-enrollment: EGSC Augusta students may participate in co-enrollment opportunities. Select AU courses that allow EGSC students to complete their core curriculum for transfer to AU are available in Fine Arts, Modern Languages and Physical Education. Students co-enrolled in AU courses will be considered transient students and credit earned will appear as transfer credit earned at AU on the EGSC transcript.
- Reverse Transfer: Reverse Transfer allows EGSC students transferring to AU an opportunity to transfer credit earned at AU back to EGSC in fulfillment of the EGSC core curriculum enabling the student to attain an associate degree. By mutual agreement, EGSC will recognize AU's Area F courses to complete an associate degree in a field of student in which EGSC awards a degree. AU courses in Area F that do not fit into EGSC areas of student will be credited toward an EGSC General Studies associate degree. EGSC and AU coordinate to identify potential students and work one on one with the student to complete reverse transfer.

Annual Review of the program is conducted through face-to-face meetings between EGSC and AU and the presentation of the Annual Report of EGSC Programs at Augusta University by the EGSC President. In addition, the EGSC President and the AU campus liaison meet regularly to address issues and concerns as needed.

Non-Core Credit Transfer from Technical College System of Georgia to EGSC Degree Program

Transfer Articulation Agreements between EGSC and SACSCOC accredited technical colleges to accept transfer of credits for courses beyond the core curriculum are in place for EGSC's Fire and Emergency Services Administration Bachelor of Arts degree and EGSC's RN-BSN Bridge Program. Both programs are targeted at working students seeking an advanced degree and are consistent with EGSC's mission to offer occupation related degrees. Approval by EGSC of the additional courses for credit is preceded by individual course evaluations by faculty members of the respective department, based on criteria such as course level, course content, quality, course outcomes and the student's degree program. This is consistent with procedure described in the USG Academic and Student Affairs Handbook Policy 2.17 Acceptance of Core Coursework and Placement Test Scores from TCSG Colleges.

Current EGSC Transfer Articulation Agreements by Program

Fire and Emergency Services Administration Program (FESA) – EGSC offers both associate’s and bachelor’s degrees in FESA. The online programs are targeted to working students desiring to attain a credential needed for career advancement. In Georgia, the introductory level fire and emergency services courses have historically been offered exclusively at technical colleges. As provided in the above agreement between the USG and TCSG, technical colleges cannot offer associate of arts degrees. Transfer articulation agreements with technical colleges were executed to enable students with technical college fire and emergency service credits to transfer general education and program specific credits and continue to degree completion (AA or BA) at EGSC. The FESA degree program adopted the standardized Fire and Emergency Services Higher Education Curriculum as approved by the National Fire Academy. See [EGSC FESHE Recognition Letter](#). The FESA Program Director is academically qualified to ensure the integrity of all courses accepted for transfer from technical colleges using this standardized curriculum. The following transfer articulation agreements with technical colleges are in place:

- [East Georgia State College and West Georgia Technical College](#)
- [East Georgia State College and Southern Crescent Technical College](#)
- [East Georgia State College and Albany Technical College](#)
- [East Georgia State College and Wiregrass Georgia Technical College](#)
- [East Georgia State College and Lanier Technical College](#)

The transfer articulation agreements remain in effect until cancelled by either party. EGSC hosts an annual meeting of the [Fire and Emergency Sciences Administration Advisory Council](#), which includes EGSC technical college transfer articulation partners and fire and emergency services administrators in the region. The purpose of the meeting is to gain advice and insight from the program partners, participants and FESA professionals on the EGSC FESA program to continuously improve the program. Additionally, the FESA transfer articulation agreements require annual review and evaluation by each party. This is an informal process, occurring face-to-face in the advisory meeting, or via email among the directors of the respective programs. See [EGSC Articulation Agreement Reviews- FESA](#).

RN-BSN Bridge Program – EGSC offers an online Bachelor of Science in Nursing RN-BSN bridge program. The degree is targeted at nurses with an RN credential seeking to pursue a BSN. The EGSC RN-BSN bridge program follows the procedures for transfer of prior nursing course credit outlined in the State of Georgia RN-BSN Articulation Model. Per that model, students in the EGSC RN-BSN bridge program are granted 30 hours of credit for nursing courses taken at the previous college’s Associate Degree in Nursing program. The 30 hours is held in escrow until the student “demonstrates prior nursing knowledge” by successfully completing 6.67 semester hours of nursing credit at EGSC. Credits are placed on the student’s transcript only after demonstrating that success.

The articulation model does not address non-nursing credits (core courses required for the BSN degree).

Historically, in Georgia, associate level nursing programs are offered predominantly in technical colleges. In order to capture this target student and award credit for the technical college nursing credits, EGSC entered into transfer articulation agreements with several technical colleges. Course equivalency and the potential award of transfer credit for individual technical college courses was evaluated by EGSC faculty as described in Section B herein. The following technical college transfer articulation agreements are in place:

- [East Georgia State College and Oconee Fall Line Technical College](#)
- [East Georgia State College and Ogeechee Technical College](#)

- East Georgia State College and Southeastern Technical College

The transfer articulation agreements remain in effect for one year. Annually, the agreements are reviewed by EGSC's Vice President for Academic and Student Affairs and/or EGSC's Director of Nursing and the Vice President or Dean at the respective technical college in advance of renewal. Revisions are made to the agreement or procedures as needed to ensure continuous improvement. The review is an informal process, occurring via email and telephone. Following the USG's revision of the General Education Course Transfer Chart, corresponding revisions were made to all technical college MOUs in 2019. In addition, in 2019, the Ogeechee Technical College MOU was expanded to include acceptance of transfer credit for Anatomy and Physiology I and II, and for Music Appreciation. This expansion will allow additional technical college credits to transfer to EGSC, reduce duplication of courses and reduce time to degree attainment. See section (B) below for documentation of courses approved as a result of the review.

As noted above, individual technical college nursing courses were evaluated by EGSC faculty in the appropriate disciplines to determine whether the technical college courses are equivalent in content, length and rigor to the corresponding EGSC nursing courses. This review was facilitated by the EGSC Director of Nursing's requests for course evaluation to academically qualified faculty. This includes a review of the textbook and course syllabus. See example of EGSC's faculty review of a technical college [anatomy and physiology I and II course](#) and syllabus for each. See also EGSC's review of a technical college [microbiology course](#) and syllabus for equivalency and transfer of credit. Acceptance of pre-nursing course equivalencies reduces course duplication in and advances time to degree completion, thus supporting EGSC's mission to prepare students in occupation related fields.

EGSC's Prior Learning Assessment (PLA)

In accordance with the [BOR Policy 3.3.6 Academic Credit Earned through Extra-Institutional and Prior Learning](#), [EGSC's Prior Learning Assessment \(PLA\) Policy](#) allows the awarding of academic credit based on prior education, military or work experience. EGSC's PLA policy follows specific guidelines to ensure that credit awarded aligns with the institution's mission, BOR policy and the student's chosen degree path. Central to the award of credit for prior learning is the evaluation of the proposed prior learning by faculty in the discipline and the Prior Learning Assessment Committee. As provided in EGSC's PLA Policy:

EGSC is predominantly an associate degree granting, liberal arts institution of the University System of Georgia, which also offers targeted bachelor's programs. EGSC provides open access and is committed to providing opportunities for the population of its service region and beyond to pursue meaningful college credentials that enable the pursuit of more advanced academic credentials and/or employment in a career field of one's choice.

Prior Learning Assessment (PLA) is an attempt to assess college-level learning gained from prior experiences outside of the traditional college environment for the purpose of awarding college credit where and when a student's college-level learning has been demonstrated via an EGSC-approved college-level assessment process and/or instrument aligned with the Principles of Accreditation of the Southern Association of Colleges and Schools and the policies of the University System of Georgia Board of Regents, as described below.

As described below, PLA challenge exams, rubrics, and portfolio assessment requirements must be approved by a majority of the faculty teaching in the discipline. Alignment of course outcomes, challenge exams, and rubrics must also be reviewed by the Institutional Effectiveness Committee.

Any decision to award credit through PLA for a course in any department and/or program must adhere to this policy and be fully documented by the Office of the Registrar and/or Office of Admissions (official test score report from CLEP, AP, or other accepted exams; official portfolio review for other courses; official ACE transcript and/or joint military transcript; results of challenge exam that has been officially approved via internal governance, etc.). This policy applies to EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta.

(See [EGSC PLA Policy, page 1, Overview](#))

Military Experience

Per [BOR Policy 3.3.6.1 Course Credit Earned for Military Experience](#), each USG institution shall maintain a policy and procedures that outline the awarding of academic credit for appropriate courses in the curriculum for military experience to students who are veterans or military service members based on the guidelines contained in the Academic & Student Affairs Handbook. When awarding credit, USG institutions shall reference the Joint Service Transcript (JST), DD-214, or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI) and other appropriate transcripts that summarize the skills and experiences obtained during military service. In evaluating military transcripts, institutions should consult the American Council on Education (ACE) Guide to determine the course recommendation made by that organization.

The [USG Academic and Student Affairs Handbook Policy 2.16](#) provides guidelines for awarding academic and physical education credit for military experience. Academic credit is evaluated initially by the Registrar using the ACE recommendation and refers the course to the appropriate academic official for decision. Credit for specific military physical education courses have been approved, and credit by exam or credit evaluation by the appropriate academic official are also options to obtain transfer of credit.

EGSC's PLA Policy provides:

.... that credit will be awarded when military and/or other training is deemed to meet the college-level competencies of courses at EGSC. Military and/or veteran students should request their joint services transcript, Community College of the Airforce, or other transcript referenced above for this review and submit it to the Director of Admissions, who will forward the materials to the Prior Learning Assessment Committee.

EGSC awards credit for learning as evaluated by the American Council on Education when such credit applies to a particular degree program. [EGSC's Military Credit Procedure](#) document lists courses for which credit is automatically awarded when it appears on an ACE evaluation and joint services transcript. The policy is also published on the [EGSC Admissions-Veterans and Military Personnel](#) web page.

ACE credit will be officially awarded by the Director of Admissions and the registrar; this official award occurs after the potential credit has been reviewed by the Prior Learning Assessment Committee in consultation with at least two departmental faculty members where the courses/programs reside.

Any request for credit awarded through review of equivalencies listed in the ACE National Guide to College Credit for Workforce Training and/or a joint military services or ACE transcript must be reviewed and approved by the Prior Learning Assessment Committee, which includes:

- *The Director of Admissions and Military Certifying Official for EGSC
- *The Registrar
- *Faculty military mentors on each campus

- *The Assistant Director of the Learning Commons for the Military Resource Center and Athletic Advisement
- *The Vice President for Academic and Student Affairs, chair
- *The Deans of the Academic Schools
- *Director of the Learning Commons
- *Chairs/Program Directors of the Departments of Nursing, Biology, FESA, Mathematics, and the Criminal Justice Program Coordinator

Where appropriate, faculty in a particular discipline will be consulted when credit may be awarded through PLA for a course in that discipline.

(See [EGSC PLA Policy](#))

A [transfer credit for military experience example](#) indicates that the applicant had prior college courses and military training and experience. After evaluation by the EGSC Registrar, using the American Council of Education Council of Standards and the Joint Services Transcript, the student was awarded transfer credit for a first aid course and two physical education courses. The student was also able to transfer credit from a prior college to EGSC.

Industry Certifications and Training Programs

EGSC's PLA Policy provides for consideration of industry certification and training programs as course equivalents for possible transfer of credit. Students seeking credit for an industry certification, professional license, industry sponsored training or apprenticeship should determine if the certification or training has been evaluated by the ACE National Guide to College Credit for Workforce Training. If so, the student may petition the college for the transfer of credit. If the training or certification has not been evaluated by the ACE, the student may submit a portfolio describing the industry certification and courses and demonstrate that the knowledge, skills and abilities are college-level. Faculty teaching in disciplines that offer licenses or certifications (nursing, criminal justice, FESA) may evaluate the proposed certification or training.

In these cases, faculty should complete the required proposal form and documentation required to request that the Prior Learning Assessment Committee approve the award of credit for the license or certification. The documentation should clearly align the requirements for the license and certification and the outcomes/competencies represented by the credential with the end-of-course outcomes associated with the course in question.

A [transfer credit for industry certification and training program example](#) is provided for a student applicant for the FESA baccalaureate degree program. Three of the applicant's Georgia Public Safety Training Center (GPSTC) firefighter courses were recognized on his transcript as competency credit by Albany Technical College. GPSTC is the comprehensive training complex for all state and local public safety related units within the government units of the state of Georgia. Course credits for specific fire science courses at Albany Technical College were transferred to EGSC per the EGSC and Albany Technical College transfer articulation agreement, after evaluation by the FESA Director.

Professional Licensure

Consistent with EGSC's and USG's mission of college completion and preparing students for occupation related employment in areas of need, EGSC's Prior Learning Assessment Policy provides for the award of specific course credits for licensed nursing students.

Students who have a current nursing license are eligible to receive up to 30 hours of credit for nursing courses either through the Georgia Articulation Model for Nursing Courses or through possession of a current RN license.

In addition, Nursing students with a current, unencumbered GA BON license, because they have passed the NCLEX exam, are eligible to receive credit for Health, First Aid and Service Learning. Continuing education units for such students are eligible for consideration after portfolio evaluation by faculty in the discipline and the Prior Learning Assessment Committee. This award of credit recognizes the student's prior academic accomplishments and the award of credit accelerates the student's path to graduation, consistent with EGSC's mission of preparing students in occupation related fields. Similarly, a student holding professional licensure as a paramedic, whose curriculum included advanced basic life support and other certified professional certifications, may request PLA credit.

Credit by Examination

Credit by examination is awarded in accordance with BOR Policy Manual 3.3.6.2 Course Credits for Standardized Examinations. The University System of Georgia (USG) colleges and universities award academic credit to students who successfully complete college level curriculum and attain an appropriate score on a standardized exam from a nationally recognized organization, including the Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Dantes Subject Standardized Tests (DSST) exams.

Test scores (AP, CLEP, IB, etc.) must be officially submitted to EGSC for consideration. Course Credit by examination will be awarded with a grade of "K" and will not count in a student's academic GPA.

College Level Examination Program (CLEP)

The EGSC 2019-20 Catalog, page 30, provides that students may earn up to 18 semester hours of college credit by making satisfactory scores on the Subject Examinations of the College Level Examination Program (CLEP). To earn CLEP credit, a student must earn a score of 50 or above. Students earning a score of 50 or above on the College Composition Subject Examination must also write an essay, which will be graded by the EGSC English Department. The EGSC English Department must approve and "pass" the essay before credit for College Composition I will be awarded. CLEP credit is not awarded for any science-related course that has laboratory requirements. A student may not attempt a CLEP examination for a course in a field in which credit has been earned for a more advanced course. No examination may be repeated in an attempt to receive credit. CLEP tests and the equivalent EGSC courses are listed on the EGSC Admissions webpage. Hours earned by examination are recorded on a student's permanent record with the notation "credit by examination" with the course name and number. Grades are not given; therefore, credit by examination does not affect a student's grade point average.

An example of the award of academic credit for CLEP indicates that the student earned passing scores to attain credit for Health, First Aid, Critical Thinking and Academic Success, and Intercultural Communication. The courses are labeled as "competency credit" for Spring 2019.

Departmental examinations

The EGSC 2019-20 Catalog, page 30, provides that departmental examinations are available in certain subject areas not included as a part of the College Level Examination Program. An example of a departmental examination is the First-Aid examination. The Vice President for Academic and Student Affairs must grant permission for a student to attempt a departmental examination. The Vice President for Academic and Student Affairs will refer the examination results to the Deans and faculty members of the respective subject area, who will grade and review the examination to determine if the student meets the competencies and course knowledge to be granted credit for the course.

Credit through PLA is available at EGSC for a select group of general education and/or courses for which there is no college level examination program. EGSC's PLA Policy describes the process for the development of challenge exams and the award of credit:

Department and degree programs may develop challenge exams that demonstrate attainment of desired learning outcomes for a course within the program and/or the general education sequence at the college level. Faculty rubrics must ensure that the student performance on the challenge exam meets the minimum level of mastery for each of the desired course student learning outcomes. The challenge exams and rubrics used to score and evaluate the completed exams must be approved by a majority vote of faculty teaching in the discipline and/or department where credit may be earned through PLA. The faculty vote must be recorded in official minutes for the faculty meeting and filed with the chair of the Prior Learning Assessment Committee.

Credit awarded on the basis of a departmental challenge exam and/or portfolio review will be given after formal evaluation of the exam with the approved rubric. This evaluation must be conducted by at least two EGSC faculty members from the discipline. The faculty members make a recommendation to the dean, who reviews and refers to the Vice President for Academic and Student Affairs. If approved, the VPASA notifies the Registrar to enter the credit on the student's record.

(See [EGSC Prior Learning Assessment Policy](#))

Advanced Placement Program

The EGSC Catalog defines the requirements for acceptance of Advanced Placement test scores. Subject to approval by the appropriate East Georgia State College academic department, high school students who participate in an Advanced Placement Program will be awarded appropriate course credit provided a score of three (3) or better is earned on The College Board Advanced Placement Test (AP). Official test scores should be mailed directly from The College Board to the EGSC Office of Admissions/Records Office for review. Each student will receive confirmation of credit awarded. EGSC advanced placement minimum test scores and the equivalent courses are published on the EGSC Admissions webpage under "[Advanced Placement](#)."

(See [EGSC 2019-20 Catalog, page 30](#))

An [Advanced Placement student example](#) is provided with the student's transcript summary and College Board AP scores for English Language and Composition, Chemistry, US Government and Politics, and US History. The EGSC Transcript Summary indicates the award of 3 hours credit for ENGL 1101, ENGL 1102, POLS 1101, CHEM 1211 and HIST 2111, consistent with the EGSC placement chart on the EGSC Admissions webpage.

International Baccalaureate

[EGSC's Credit for International Baccalaureate Policy](#) provides detail on the credit that may be offered for international baccalaureate courses. EGSC will allow academic credit for appropriate courses within the institution's core curriculum for corresponding International Baccalaureate (IB) subject area coursework, subject to certain requirements:

- Course credit will be awarded for courses taken in an International Baccalaureate Diploma Program in which a student obtained designated end-of-course assessment scores.
- **High Level** scores on IB courses are a strong indicator of academic performance that is beyond that expected of a typical high-school student.

- **Standard Level** (college preparatory) scores of five or more and Higher Level (college comparable) scores of four or more will be considered for credit suggesting that the IB Program work is comparable to a college-level course.
 - The total college course credit awarded for IB assessment may not exceed 24.

(See also [EGSC 2019-20 Catalog, page 31](#))

The course credit schema below will be used by EGSC with allowances made for variable credits in each category to account for labs and/or for depth of material covered in the IB Program subject area that may be comparable to more than one college-level course:

International Baccalaureate Semester Credit Hours Allowed		
Score	Standard Level (SL)	High Level (HL)
4	0	3-4
5	0-4	3-8
6-7	3-8	3-12

College credit will vary depending upon courses offered at EGSC and eligibility requirements will be determined by the respective Schools (Social Science, Humanities, Math/Science). The EGSC Admissions webpage has a link to the [EGSC Placement for International Baccalaureate Test Chart](#) listing the IB courses, higher level scores accepted and the EGSC course equivalent. An [International Baccalaureate student example](#) is provided indicating the award of 3 hours credit for ENGL 1101 English Composition.

If a student determines acceptance of credits may disadvantage him/her, the student may opt not to accept offered credits. Additionally, a student may appeal to the Dean of the appropriate school if he/she believes the assessment resulted in an error of the credits awarded. As with other academic matters, if the issue is not resolved satisfactorily at the School level, the student may elect to appeal to the Vice-President for Academic Affairs, whose decision will be final. The EGSC 2019-20 Catalog, page 30, provides a link to the above webpage.

EGSC PUBLISHES ITS POLICIES ABOUT ACCEPTING TRANSFER CREDIT



































As noted above, EGSC publishes its policies about transferring credit online in the Catalog and on the Registrar's webpage. In addition, EGSC's policy concerning Prior Learning Assessment is published on the college's Policies and Procedures webpage.

















(See [EGSC Catalog, pages 19-20](#); See also, [EGSC Registrar Webpage, Acceptance of Transfer Credit](#); See also, [EGSC Policies and Procedures Webpage](#))

CONCLUSION

As demonstrated above, EGSC publishes policies for evaluating, awarding and accepting credit not originating from the institution in its catalog, on its Registrar's webpage and on the Policies and Procedures webpage of the College. EGSC ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the EGSC's mission. This is accomplished by adherence to BOR, USG and EGSC's policies by articulation agreements with technical colleges for acceptance of credit, and through evaluation of individual courses by academically qualified faculty, when necessary.

Sources

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-  BOR Policy 3.3.6 Academic Credit Earned Through Extra-Institutional and Prior Learning
-  BOR Policy 3.3.6.1 Course Credit- Military Experience
-  BOR Policy 3.3.6.2 Course Credits for Standardized Examinations
-  Board of Regents Policy Manual 3.3.1 Core Curriculum
-  EGSC - Army ROTC at Georgia Southern University
-  EGSC - Augusta University MOU
-  EGSC - Georgia Southern University MOU
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 10)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 19)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 30)
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 31)
-  EGSC Admission- Veterans and Military Personnel Webpage
-  EGSC Admissions College-Level Examination Program (CLEP) Webpage
-  EGSC Admissions Webpage International Baccalaureate Course Test and Credit
-  EGSC Advanced Placement Test Scores and Credit
-  EGSC Annual FESA Advisory Council Meeting
-  EGSC Articulation Agreement Albany Technical College - FESA
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-  EGSC Articulation Agreement Reviews -FESA
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-  EGSC Augusta Annual Report EGSC ProgramsAt AU 5-20-18
-  EGSC Credit by Examination Example Advanced Placement
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-  EGSC Credit by Examination Example International Baccalaureate
-  EGSC Credit for International Baccalaureate Policy
-  EGSC Military Credit Procedure
-  EGSC Mission and Accreditation Webpage
-  EGSC Nursing Oconee Fall line Technical College -Microbiology Course Syllabus
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- EGSC Policies and Procedures of the College Webpage

-  EGSC President's Office Webpage
-  EGSC Prior Learning Assessment Policy
-  EGSC Prior Learning Assessment Policy (Page 1)
-  EGSC Prior Learning Assessment Policy (Page 8)
-  EGSC STC Nursing Transfer Articulation Agreement 2-14-19
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020
-  EGSC Transfer Credit Example Industry Certification Training Courses from FESA
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-  EGSC Transfer Credit Example Military Experience
-  EGSC Transfer Credit Webpage
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-  FEMA FESHE EGSC FESA Recognition Letter 3-24-2016
-  USG - TCSG General Education Transfer Chart
-  USG ASA Handbook 2.16 Credit for Extra Institutional and Prior Learning
-  USG ASA Handbook 2.17 Acceptance of Core Coursework
-  USG Academic and Student Affairs Handbook 2.4.9 Transfer Rules
-  USG BOR Policy 3.3.5.2 General Education Course Transfer

10.9

Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) ensures the quality and integrity of work recorded when EGSC transcribes courses or credits as its own offered through a cooperative academic agreement. EGSC maintains formal agreements between parties involved, and regularly evaluates the agreements.

Please see section 10.8 of this Compliance Certification for a discussion of situations in which EGSC transcribes coursework as transfer of credit from another institution.

EGSC PARTICIPATES IN TWO COOPERATIVE ACADEMIC ARRANGEMENTS

EGSC participates in two cooperative academic arrangements in which credits are earned at another SACSCOC accredited institution and transcribed as EGSC's own. These two arrangements, eCore and European Council Study Abroad, are described in detail below. EGSC recently entered into a formal agreement with the University System of Georgia (USG) Goes Global, an expanded study abroad model for Summer 2020 implementation.

eCore

eCore, short for electronic Core Curriculum, is a collaborative academic arrangement among SACSCOC accredited institutions within the USG. eCore was established with the goal to make higher education more accessible within our state. eCore offers students the opportunity to complete undergraduate requirements in the general education Core Curriculum completely online via public colleges and universities within the University System. eCore provides another online option for EGSC students to obtain general education courses as well as through transfer of online credits from other institutions. eCore also allows EGSC to assist other USG institutions in providing the Core Curriculum online.

(See [USG eCore Academic Committee Webpage](#))

eCore courses are taught entirely online, except for the occasional proctored exam. Courses are developed and maintained by content experts within the USG, along with a team of instructional design professionals. eCore courses are taught by highly qualified instructors who are employed at SACSCOC accredited colleges and universities within the USG. Institutional liaisons and representatives ensure the integrity of the program through course review, faculty credentials review, and participation in eCore affiliate meetings.

EGSC is an eCore affiliate by formal agreement. See [EGSC eCore Affiliate Cooperative Academic Agreement](#). The [EGSC Online Education webpage](#) contains information on eCore.

The [eCore Affiliate Cooperative Academic Agreement](#) provides the responsibilities of the parties to ensure the quality of courses covered by the agreement.

eCore's responsibilities are:

... to provide services to support student success including coordinating faculty credentialing/approval; general student success support, faculty and partner support; technical support; test proctoring and identity verification; tutoring services; textbook/course resource development and utilization assistance; instructional design services; faculty orientation and development sessions; and marketing services.

eCore publishes an annual eCore Fact Book that include information about students, academics, testing, faculty and courses, financials, research outcomes, and learning outcomes.

Additionally, the Regents Advisory Committee on eCore supports the educational mission of the USG by advocating for the offering of a quality online core curriculum to all USG students.

According to the Bylaws for the Regents Advisory Committee on eCore, the Regents Advisory Committee on eCore is an administrative committee of the USG and works collaboratively with the USG's Office of Academic Affairs primarily through a designated liaison and in conjunction with USG's General Education Council, as necessary, with the Member-at-Large of the Regents Advisory Committee on eCore serving as a voting member on the General Education Council. Membership on the Regents Advisory Committee on eCore is composed of one representative from each affiliate institution appointed by the Vice President for Academic Affairs or Provost.

Consistent with the bylaws of the Regents Advisory Committee on eCore, the eCore Affiliate Cooperative Academic Agreement requires each eCore affiliate to designate the Vice President for Academic Affairs, Provost or other academically qualified representative with decision making authority for membership on the Regents Advisory Committee on eCore for academic oversight and accountability of the eCore program, including the review and analysis of student achievement and course learning outcome data. EGSC has designated the Vice President for Academic and Student Affairs to serve on the RAC on eCore. Each institution is required to designate an eCore liaison responsible for serving as the single point of contact for institutional eCore students, directing eCore students, contacting at-risk eCore students and collaborating with other eCore liaison and eCore Administrative Services in ensuring student success. eCore sponsors an annual eCore liaison meeting to provide administrative and program updates and resources to affiliate institutions. EGSC has designated the Director of eLearning as the eCore liaison.

As an eCore affiliate, EGSC agrees to course equivalencies and continuous evaluation of the agreement:

Per SACSCOC Comprehensive Standard 10.9, we have reviewed affiliation with eCore and the courses offered through this cooperative academic arrangement and found eCore quality and integrity to be in conformity with our mission and standards. **We have reviewed and will support the course core area and co/prerequisite equivalency table** for students taking eCore courses at our institution. Further, we will ensure ongoing compliance with this formal agreement and SACSCOC Principles, and we will regularly evaluate this cooperative academic arrangement against the mission and standards of our institution and maintain records of such.

See eCore Affiliate Cooperative Academic Agreement

Attached to the eCore Agreement is the course equivalency table. eCore courses are listed on the EGSC course schedule, and students register for eCore courses through EGSC's Banner registration. Upon completion of the course, the course is transcribed as an EGSC course. Per Board of Regents Policy Manual 3.3.1 Core Curriculum, students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

USG European Council Study Abroad

EGSC participates in the USG European Council Summer Study Abroad (EC) program. The EU program was expanded and renamed USG Goes Global with a Summer 2020 implementation date (see next section). The current EC program fosters an appreciation for the cultures and societies of Europe through study abroad experiences. The EC program functions under the governance of the System Council for International Education of the University System of Georgia (SCIE) . This council is comprised of USG study abroad and international education faculty and staff as appointed by the respective institution presidents. The USG System Council for International Education bylaws provide that the SCIE works through a series of councils and committees to develop programs, provide faculty development opportunities, and recruit students for programs. EGSC is represented on that Council.

(See USG webpage, International Education, Council for International Education, Institutional Representatives) (in 10.9 Revised Narratives folder)

The USG Study Abroad Handbook page 13-Section III provides information on the award of credit:

Because study abroad programs award academic credit, they must be academically substantive and the credit awarded must be in line with the standard curriculum, contact hours, and assignments. All study abroad syllabi, whether home grown faculty-led programs or coursework taken abroad at partner institutions, are required to meet SACS standards and must include a detailed course outline, learning outcomes and assessment procedures.

Students enrolling in the course are aware of the credit to be awarded upon successful completion of the program. USG students from any institution can apply to another USG institution as a transient student so that s/he can attend another study abroad program hosted at a USG institution.

The European Council Summer Study Abroad Memorandum of Understanding between EGSC and the USG European Council provides that membership is open to all accredited institutions and each must name an EC representative. The representative must serve and participate on the Council. Each institution is responsible for participating in EU program development, selecting of faculty to participate, establishing equivalencies for courses offered through EU programs, and enrolling of students in the programs. EGSC's Director of Study Abroad serves as the college's EC representative.

USG Goes Global

EGSC is a member of the USG Goes Global Study Abroad Consortia Program. USG Goes Global is an administrative unit of the University System of Georgia (USG) that partners with USG institutions to provide quality, affordable, and impactful faculty-led study abroad experiences open to all USG undergraduate students. All member institutions are regionally accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC). This new program expands the USG's current partnership beyond the European World Regional Council to offer study abroad programs in all areas represented by the USG World Regional Councils. Students will enroll through a multi-institutional USG registration: Intra-Georgia Registration Sharing System (INGRESS) to facilitate enrollments and provide an electronic classroom for all faculty teaching USG Goes Global programs. EGSC signed the USG Goes Global Study Abroad Consortia Memorandum of Understanding. A soft launch of the program occurred in Summer 2019 with full implementation scheduled for Summer 2020.

EGSC'S ACADEMIC COOPERATIVE AGREEMENTS ARE REGULARLY EVALUATED**eCore**

As part of the eCore agreement, EGSC and eCore are required to share overall enrollment, performance and demographic data related to eCore courses for the purposes of assessing services, quality and student retention and for continuous improvement. EGSC's eCore Annual Review Meeting covering FY 2019 included the following members of EGSC leadership: EGSC President, Vice President for Academic and Student Affairs, Associate Vice President for Academic Affairs, Director of eLearning, Director of Information Technology, Deans, Dual Enrollment Coordinator, Director of Learning Commons and Assistant Director of Learning Commons. Agenda items and reports included a review of FY 2019 EGSC eCore student demographics and a comparison of performance and enrollment in eCore and EGSC courses. See EGSC eCore FY 2019 Data Report.


















European Council Study Abroad

The EU agreement is a uniform agreement for all institutions and regularly evaluated by the SCIE, comprised of all study abroad and international education directors at the EU member USG institutions. The SCIE Meeting Minutes indicate the scope and depth of the work of the committee; a list of attendees, including the EGSC representative, is included.

CONCLUSION

EGSC ensures the quality and integrity of the work recorded when EGSC transcripts courses or credits as its own through the eCore and USG European Council Study Abroad arrangements. EGSC maintains formal agreements concerning both of these arrangements and regularly evaluates those agreements.

Sources

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-  EGSC Online Education - ECore Webpage
-  EGSC eCore Affiliate Cooperative Academic Agreement FY20 - Copy
-  EGSC eCore FY 2019 Data Report
-  European Council Summer Study Abroad MOU- 10-29-15
-  USG Goes Global - USG and EGSC MOU
-  USG Goes Global -Introduction- Webpage
-  USG International Education System Council on International Education Institutional Representatives webpage
-  USG Lawful Presence Verification Methods Chart
-  USG Study Abroad Handbook (Page 13)
-  USG System Council for International Education ByLaws Spring18
-  USG System Council for International Education Meeting Minutes 9-20-19
-  USG eCore Academic Committee Webpage
-  USG_Study_Abroad_Handbook
-  eCore Factbook 2018

11.1

Library and Learning/Information Resources

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) carries out its mission through educational programs and services offered on its main campus in Swainsboro and its instructional sites in Statesboro and Augusta. EGSC also offers courses and programs online and offers courses at off-site high school dual enrollment locations. EGSC provides adequate and appropriate library and learning/information resources, services and support for all of those activities carried out to accomplish the college's mission.

EGSC'S MISSION AS AN ASSOCIATE DEGREE DOMINANT ACCESS INSTITUTION WITH TARGETED BACHELOR'S DEGREES

EGSC's mission statement provides:

"East Georgia State College (EGSC) is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment."

EGSC provides adequate and appropriate library and learning/information resources, services and support for that mission.

The EGSC Library is committed to providing resources and services that will support, complement, and supplement the instructional, research, and general information needs of the traditional and nontraditional students on the Swainsboro campus, Statesboro instructional site, Augusta instructional site, online, and off-site high school dual enrollment locations. The library strives to develop a collection of print and electronic resources of sufficient size, quality, currency, and diversity to support the teaching and learning needs of faculty and students based on the EGSC Degrees and Majors offered through collaborative relationships with other University System of Georgia (USG) institutions, the library offers access to a wealth of resources to support its mission.

It is important to note that for the past twenty five years the University System of Georgia and the Georgia legislature have invested significant resources annually to network all of the public libraries in the state so that students and faculty can have access to and borrowing privileges from all college and university libraries statewide. The Georgia Library Learning Online (GALILEO), is an on-line library portal to authoritative, subscription only information that is not available through free search engines or internet directories. Participating institutions may access more than 1,000 databases indexing thousands of periodicals and journals. Over 10,000 journal titles are provided in full-text. Other resources include encyclopedias, business directories and government publications. The GALILEO Interconnected Library (GIL) system

includes a Web-based on-line Universal Catalog of all book collections of the University System (13 million titles), a Circulation System with self service options, Fund Accounting, Cataloging and Serials check-in. USG patrons are able to initiate requests for books via GIL Express directly from other libraries from their computers from home, from dorm rooms, or within the libraries. Library staff can validate legitimate University System library patrons. In addition, USG librarians can gather data on the growth and use of their collections to guide future decision-making and cooperative collection development. Through GALILEO and GIL, EGSC students and faculty located anywhere can have access to a comprehensive collection of library resources, including those of Georgia's premier research universities. Clearly, these statewide library resources are more than adequate and appropriate to support EGSC's current and future educational programs and research needs.

EGSC LIBRARY IS STRUCTURED TO SUPPORT EGSC'S MISSION

EGSC provides library and learning/information resources, services and support which are adequate and appropriate for its mission as an associate degree dominant institution with targeted bachelor's degree programs. As described in detail below, these resources' services and support consist of materials, services and support provided onsite, materials' services and support provided by Georgia Southern University and Augusta University through MOUs with those institutions and a rich array of materials, services and support available online through GALILEO and other online methods.

The EGSC Learning Commons is a collaborative academic support project comprised of the EGSC Academic Center for Excellence and the EGSC Library. The purpose of the Learning Commons is to assist students transitioning to college, navigating the academic terrain, and to provide resources and assist students in the achievement of academic, personal, and professional goals. Tutoring, advisement and Library research workshops provide specific academic course support as well as support in study strategies, time management and writing.

EGSC PROVIDES ADEQUATE AND APPROPRIATE LIBRARY AND LEARNING/ INFORMATION RESOURCES, SERVICES AND SUPPORT FOR ITS MISSION

Electronic Resources

All EGSC students, faculty, and staff have access to the electronic library resources 24 hours, 7 days a week through the EGSC Library webpage and LibGuides. The electronic resources consist of the databases, catalog, eBooks, LibGuides, and Ask A Librarian Chat.

EGSC Library receives most of its database access from a subscription to GALILEO, an initiative within the University System of Georgia. GALILEO Interconnected Libraries, provides access to over 275 databases, of which over fifty are reference sources. Most of the databases on GALILEO are periodical indexes, many of which offer full-text articles. Several of the databases provide access to chapters and essays in monograph titles as well as articles in periodicals. EGSC participates in selecting the collections provided in GALILEO through the Regents Academic Committee on Libraries (RACL) surveys within the system. In addition to GALILEO, the library purchases additional electronic databases including Gale Virtual Reference Library, JSTOR, Mango Languages, Opposing Viewpoints Resource Center, R2 Digital Library, Scopus, and Science Direct Life and Health Science Collection. In FY2019, 126,502 EGSC Library database searches were performed, with an average of 10,542 each month. For FY2019, the most popular database with 52,218 searches was the EBSCO Discovery Service (Scholar View). This is the general GALILEO discovery tool that is located on the library homepage and in the LibGuides.

The EGSC Library online catalog is run through the system Primo with Ex Libris. Primo provides a list of the library collection with relevance ranking to sort the results according to significance

to the keywords searched. It also provides users with auto-complete to simplify searches and to encourage more sophisticated searches. Primo allows users to search not only the physical book collection, but also the eBooks collection offered through GALILEO.

LibGuides are a content management system by Springshare that allows for EGSC to provide research guides that assist students in the use of our resources. In FY2019 EGSC LibGuides Viewer Statistics indicate there were a total of 4964 views of the LibGuides, averaging 414 per month. As of September 2019, there are 82 LibGuides with a total of 391 pages. LibGuides can be created for specific courses to provide supplementary reading and video materials, and guide students on how to use library resources with a specific assignment.

Samples of LibGuides for current EGSC courses demonstrate that the library resources support EGSC's access mission and support its targeted bachelor's degrees in Fire and Emergency Services Administration, Biology and Nursing. Foundational courses as well as advanced baccalaureate degree courses are supported with LibGuides:

- [ENG 1101 English Composition I](#)
- [ENGL 1102 English Composition II](#)
- [FESA 3111 Fire-Related Human Behavior](#)
- [Psychology and Sociology- Research Resources](#)
- [Nursing Courses- Research Resources](#)
- [Biology Courses – Research Resources](#)

For assistance with using library resources, the library staff offers online Ask A Librarian chat through [EGSC LibraryH3lp](#). This service is available for all students, faculty, and staff at all the EGSC locations. The online chat is monitored by library staff during weekday hours from 8:00AM-5:00PM. From 5:00PM-7:00AM every weekday evening and from midnight-midnight during the weekends the chat service is still available to all patrons needing assistance and monitored by [ChatStaff](#). The company staffs our chat service with librarians holding master's degrees from ALA-accredited programs with experience in chat reference service. The service will be extended to 24/7 excluding holidays in March 2020 with the renewal of the service.

Library Collection

The [EGSC library collection houses](#) 47,503 physical items; 46,518 of those are books in print, and 257 are [DVDs or BluRay Discs](#). An additional 620,135 [eBooks](#) are available via GALILEO; they are also discoverable through the library catalog. All students on the Swainsboro campus, Statesboro instructional site, Augusta instructional site, online, and Dual Enrollment sites have 24/7 access to the library catalog. Students on the Statesboro instructional site also have full access to Georgia Southern University's library, through [Memorandum of Understanding with GSU](#). Similarly, EGSC Augusta students have full access to Augusta University's library, through a [Memorandum of Understanding](#) (MOU).

The primary print collection for EGSC is housed on the Swainsboro campus; however, the Statesboro campus has a mini-library of 77 print items. The mini-library books are rotated out after a month so that students have variety. All EGSC students have access to the library resources free of charge. Books are loaned through Alma, which was implemented in May 2017. Since 2017, circulation has increased for both loans and returns from FY2018 to FY2019.

The EGSC Library is a part of the [GALILEO Interconnected Libraries \(GIL\)](#), which is a service for the University System of Georgia (USG) Libraries that allows free lending of resources throughout the 26 institutions. Students also can access any USG Library, either online through GILFind or in-person using their EGSC student identification card. Students have 24/7 access to the library catalog, GILFind, to search for books in print or eBooks. The catalog can be accessed from any device that has an internet connection.

Most of EGSC's periodical subscriptions are handled by EBSCO Periodical Subscription Services. A few periodicals, such as Fire Engineering, are purchased directly from the publisher/organization because they directly correspond to degree programs offered at EGSC. Subscriptions that offer free online access are linked on the library's webpage for easy access. From the college's opening in 1973 until around 1996, the library retained most of all its periodical subscriptions by either binding them (bound periodicals) or by purchasing them in microfilm and later microfiche. When GALILEO was launched in 1995, the library canceled all binding of periodicals and stopped purchasing microforms. Currently, the library maintains the latest 3 years for all print periodicals. For backfiles, the Library relies on the GALILEO periodical indexes, which provide full text to thousands of periodicals, many of whose coverage dates go back to the mid-1980s.

EGSC Library Circulation Policy allows students, faculty, staff, and community users to borrow from our collection. It also addresses the usage of the specialty collections items.

Special Collection

The EGSC special collection is in The Heritage Center and houses print items, images, manuscripts, maps, artifacts, microforms, and digital and audio-visual materials. The collection focuses on the history of EGSC, local history, regional history, state history, genealogy, and unique value items. The Heritage Center has 4,208 items in the collection, and they circulate in accordance with the EGSC Library Heritage Center Policy.

Collection Development

The EGSC Library Collection Development Policy guides the purchasing of new materials. The library's primary goals are to participate and assist in the mission of EGSC by acquiring holdings appropriate to the mission of a primarily two-year academic institution. To fulfill this goal, our collections of books (print and electronic), media (CDs, videos, and DVDs), and periodicals (print and electronic) must be in sufficient number and of appropriate scholarly merit to be able to define the overall collection as academic in quality.

The EGSC Library Collection Development Policy recognizes the importance of considering the needs and reading habits of faculty, students, and staff. The library solicits and receives most of the purchase requests from the teaching faculty but accepts requests from students and staff. See sample teaching faculty request for Nursing materials. Materials requests may be made in person, via email to the Library Director, or by filling out the EGSC Library Purchase Suggestion Form. This effort guarantees that the collection develops as a multi-faceted collaboration, embracing the most extensive possible array of values.

The Library's budget for physical and electronic resources is not allocated based on disciplines or divisions (Humanities, Social Sciences, Math/Science), but comes in one lump sum to be dispersed according to the Library Collection Development Policy. The faculty/departments who actively participate in collection development usually have their requests fulfilled which results in some areas having a larger and more current collection. Faculty members are encouraged to submit purchasing requests to the Library for purchase. In fall 2019, in order to meet the need of improving the nursing collection, an order was placed for 21 books. The books consisted of titles both suggested by faculty and research by the Library Director on specific topics faculty were focusing on in class.

Most of the library's books were purchased from the vendor GOBI or Amazon until FY2020 when the vendor ProQuest Oasis was added to provide additional services for the processing of physical materials for library use. Occasionally, physical materials are purchased from Amazon when not available from the new vendor. Materials are added to our catalog within Alma using Library of Congress Classification. Records are created by copy cataloging from other University System of Georgia Libraries, Connexion, or download from ordering system.

Removing materials from the collection is an essential and continuous component of collection maintenance and is done in accordance to the [EGSC Library Weeding Policy](#). Materials may be removed from the EGSC Library collection for reasons such as being outdated, unused, or damaged to ensure the physical library collection is relevant and useful to support the curriculum, while also providing space for newly acquired materials.

GIL Express & Interlibrary Loan

The EGSC Library offers GIL Express and interlibrary loan (ILL) services for all EGSC students, faculty, and staff at the Swainsboro campus, Augusta campus, Statesboro campus, Online campus, and to the Dual Enrollment sites. [GIL Express](#) is a resource sharing service that allows students to request books from other USG Libraries and have them delivered to EGSC free of charge. Using [GILFind](#), students, faculty, and staff can [request items](#) to be shipped to the EGSC library for pick up and can return the materials to EGSC where the library staff then returns them to the lending institution. The loan period is 28-days with two automatic renewals unless the material is recalled to the home library.

EGSC Library also offers interlibrary loan (ILL) services through [Worldshare](#) Interlibrary Loan services. This allows students, faculty, staff, and community users of EGSC library to borrow items from other institutions in the Worldshare Interlibrary Loan network. The library is a member of [GOLD](#), [SOLINE](#), [LYRA](#), [SO6](#), and [LVIS](#), which are resource sharing groups that agree to share with other libraries within that group free of charge. Requests are made either by filling out the [EGSC Request an Interlibrary Loan form](#) on the EGSC Library homepage or by emailing a library staff member. See sample [faculty ILL request](#) for journal articles. ILL services are free of charge, and there is no limit on the number of times a student, faculty, or staff member can request ILLs in a semester. Physical items are delivered to the EGSC Library on the Swainsboro campus for processing before they can be checked out by the requestor. If a physical item is requested from the Augusta campus, Statesboro campus, or Dual Enrollment site, once the item is processed, it is then delivered to the person on the site that it was requested from. Online faculty and students receive their ILLs via UPS 2-day shipment to the address of their designation. ILLs must be returned to the EGSC Library on the Swainsboro Campus to be returned to the lending institution. Return labels are provided for the online faculty and students to mail their items back to the EGSC Library. The loan period is usually 28-days depending on the lending library's policies, and materials can be renewed unless otherwise stated by the lending library.

Library Instruction

Library instruction sessions are offered to EGSC faculty on the Swainsboro campus, Statesboro campus, Augusta campus, Online campus, and to the Dual Enrollment sites. All professors have the ability to request a librarian visit their class either via email or by using the [Request a Library Workshop](#) form on the EGSC Library homepage. Professors can choose a workshop from the list, or they can let the librarian know what areas need to be covered in their session. Professors can request a workshop during their class time, or they can request that a librarian be available during a specified date and time if they plan to send their students to the library. The [EGSC Library Presentation Statistics for FY 2017 – FY 2019](#) indicate that the EGSC Library conducted 47 library presentations to a total of 627 students during FY19. In addition to the services that the EGSC Library provides, the Augusta and Statesboro instructional sites also have the option to request library instruction from the Augusta University Librarians or the Georgia Southern University Librarians. Every effort is made to accommodate requests for library instruction so that all services are available to every student.

[Library staff send faculty reminders](#) throughout the semester about scheduling library instruction sessions. Participation is at the request of the faculty. Faculty have an instruction menu where they can choose workshops based around a topic, or they can mix and match to fit their needs. Faculty can meet with a librarian to design a workshop that complements their

assignments and courses. The librarians travel to the Statesboro campus, Augusta campus, and Dual Enrollment sites for library instruction. Faculty who teach online, have the option of setting up a specific time for the librarian to chat with their students, host a live [Zoom](#) instruction session, or they can have a prerecorded session that is embedded in the online classroom for students to watch.

Library instruction is assessed using an online site, [Socrative](#), which the students can access using any device that has an internet connection. If the student does not have a device that can access the internet, the librarian has the computer in the library classroom set up for him/her to use. The goal of assessing library instruction is to ensure that students can identify the main points/objectives of the session and display an understanding of the concepts that were presented. Library instruction sessions are revised based on the feedback from the students. Library instruction statistics are maintained using Microsoft excel and are saved on the college's internal shared 'L' drive for the library.

The library holds library information sessions every semester in conjunction with the Critical & Academic Thinking for Success (CATS) classes that are offered as a part of the first-year experience course to all incoming freshmen. The course serves as a guide and support for students as they transition into college and develop their identity as student scholars. The number of classes varies each semester and is based on the number of students enrolled in the classes. The librarian visits the CATS classes on the Swainsboro Campus, Statesboro instructional site, Augusta instructional site, and online. The CATS classes are assessed using [Socrative](#), and the results are downloaded as an excel sheet. See [Socrative CATS 1101 Assessment Spring 2018](#).

Additional Physical Resources

The library offers students access to 31 desktop computers, three black/white printers, and one color printer. There is a copier with scanning functions and a fax machine in the library workroom that library staff can use to provide services to students.

There are six open collaborating seating spaces, four study rooms, one small classroom, and one large classroom that are available for student use. The open collaborating seating spaces and tables are first-come, while the study rooms and classrooms must be checked out from the front desk

The Makerspace area within the library consists of a bulletin board, Legos, coloring pages and bookmarks, games, and a 3D printer. There are additional resources available for student check out at the front desk. Students can check out course reserves, study kits, and laptops for in-house library use for up to four hours. There are also 29 TI-83 graphic calculators available for seven days check out to all students and 24 TI-83 graphic calculators purchased by the African American Male Initiative (AAMI) available for the students in their program.

Student Surveys

Student satisfaction surveys were administered in spring 2019 and fall 2019 to EGSC Swainsboro, Statesboro, Augusta and online students. The survey sought feedback on several student support units, and specifically sought feedback on the library access, services and facilities. Links to the surveys are below.

- [EGSC Swainsboro Student Satisfaction Survey Spring 2019; Fall 2019](#)
- [EGSC Augusta Student Satisfaction Survey Spring 2019; Fall 2019](#)
- [EGSC Statesboro Student Satisfaction Survey Spring 2019; Fall 2019](#)
- [EGSC Online Student Satisfaction Survey Spring 2019; Fall 2019](#)

Of the students who answered the question, "How often do you access the library online?" from all campuses, a little less than half replied "never." Because of this reply, the library staff are

currently implementing user friendly enhancements to the Library webpage. The website was transitioned into the LibGuides system to allow for a more user-friendly interface. Online video tutorials are in the plans to help students understand how to use the different online library resources. The Librarian is focused on increasing the number of library presentations on all campuses and becoming embedded into more online classes.

EGSC Library Gate Count indicates 89,219 total count for FY 2019 and a monthly average count of 7,435. Peak counts greater than 10,000 occur in months coinciding with semester start and midterms. While students are using the Library, EGSC sought information on how it could improve student's learning experiences. On the 2019 student surveys, students were asked "How can your learning experience at EGSC be improved?" The responses from Swainsboro from both spring 2019 and fall 2019, indicated that students would like more available hours to the library on campus. The library plans to have open Sunday hours from 1:00 PM to 5:00 PM prior to exam week. This was implemented in fall semester 2019. This will provide students the time they need to prepare for finals. The plan is to continue the Sunday hours into the spring 2020 semester.

EGSC ENSURES ADQUATE LIBRARY INFORMATION, RESOURCES AND STAFFING FOR DISTANCE LEARNING STUDENTS, DUALY ENROLLED STUDENTS AND STUDENTS AT OFF-CAMPUS INSTRUCTIONAL SITES

The EGSC Library staff strives to ensure that all students, regardless of location or instructional modality, benefit from an interconnected campus. The EGSC electronic library resources are available 24 hours, 7 days a week through the EGSC Library webpage and LibGuides. The electronic resources consist of the databases, catalog, eBooks, LibGuides, and Ask A Librarian Chat.




































Library instruction sessions are offered to faculty on the Swainsboro campus and the instructional sites at Statesboro, Augusta and Dual Enrollment sites. The Librarians at EGSC Library are available to travel to any EGSC instructional site to provide instructional sessions. Through formal agreements between GSU, AU and EGSC, the EGSC Augusta and EGSC Statesboro students also have the option to request library instruction from the Augusta University Librarians or the Georgia Southern University Librarians. EGSC Librarians may be embedded in any online course through the Virtual (Embedded) Librarian program. Additional instructional supplements come from the online video tutorials both created by EGSC Librarians and database vendors that are available on the Tutorials LibGuide.




































The EGSC Library offers GIL Express and interlibrary loan (ILL) services to all EGSC students, regardless of location or mode of instruction, and to faculty and staff. Books from the EGSC Library physical collection can be mailed to any student regardless of location using UPS 2-day shipment. All EGSC students have immediate access to the 620,135 eBooks available via GALILEO.

CONCLUSION

EGSC provides library and learning/information resources, services and support which are adequate and appropriate for its unique mission as an associate degree dominant institution offering targeted bachelor's degree programs. EGSC's resources, services and support are supplemented by the libraries of Georgia Southern University and Augusta University, which are available for its students studying at those locations. Also, EGSC's own resources, services and support are supplemented for all of its students by the resources available on Galileo. EGSC's resources, services and support are available to all its students, regardless of location or modality.

Sources

-  Alma
-  Amazon
-  ChatStaff Overview
-  Connexion
-  EBSCO Periodical Subscription
-  EGSC Psychology and Sociology LibGuide
-  EGSC AU MOU 10-4-2017
-  EGSC African American Male Initiative (AAMI) Webpage
-  EGSC Bachelor of Arts in Fire and Emergency Services Administration Webpage
-  EGSC Degrees and Majors
-  EGSC GSU MOU 03-19-2019
-  EGSC Learning Commons Webpage
-  EGSC LibGuides
-  EGSC LibGuides Viewer Statistics
-  EGSC Library Circulation Loan and Returns FY18 and FY 19
-  EGSC Library Circulation Policy CAB 12-13-19
-  EGSC Library Collection -DVDs
-  EGSC Library Collection Development Policy CAB 12-13-19
-  EGSC Library Collection Item Count
-  EGSC Library Database Searches FY 2019
-  EGSC Library Database Usage FY2019
-  EGSC Library Gate Count FY 2015 - FY 2019
-  EGSC Library Heritage Center Policy CAB 12-13-19
-  EGSC Library LibGuides
-  EGSC Library Presentations Statistics FY 2017 - FY 2019
-  EGSC Library Purchase Suggestion Form
-  EGSC Library Webpage
-  EGSC Library Weeding Policy CAB 12-13-19
-  EGSC Library eBooks
-  EGSC Mission Statement Webpage
-  EGSC Nursing LibGuide
-  EGSC Science Biology LibGuide
-  EGSC Student Satisfaction Survey Online Spring 2019
-  EGSC Student Satisfaction Survey Swainsboro Fall 2019
-  EGSC Student Satisfaction Survey Augusta Fall 2019
- EGSC Student Satisfaction Survey Augusta Spring 2019

-  EGSC Student Satisfaction Survey Online Fall 2019
-  EGSC Student Satisfaction Survey Statesboro Fall 2019
-  EGSC Student Satisfaction Survey Statesboro Spring 2019
-  EGSC Student Satisfaction Survey Swainsboro Spring 2019
-  Faculty ILL Email
-  Faculty ILL Request
-  Faculty Reminders for Presentations
-  Fire Engineering Periodical
-  GALILEO
-  GALILEO Database List
-  GALILEO Interconnected Libraries
-  GIL Express
-  GIL Find
-  GILFind Request Example
-  GOBI
-  GOLD
-  Interlibrary Loan Workshop
-  LVIS
-  LibGuides Springshare
-  LibGuides for Specific Courses ENGL 1102 ENglish Composition II
-  LibGuides for Specific EGSC Courses - FESA 3111 Fire Related Human Behavior - Copy
-  LibGuides for Specific EGSC Courses ENG1101 Composition I
-  Library of Congress Classification
-  LibraryH3lp
-  Primo
-  Primo
-  ProQuest OASIS Datasheet
-  Purchasing Request Email
-  Request a Library Workshop Form
-  SOLINE, LYRA, SO6
-  Socrative
-  Socrative Cats1101Assessment Spring2018
-  University System of Georgia Libraries
-  Worldshare ILL
-  Zoom

11.2

Library and Learning/Information Staff

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) ensures an adequate number of professional and other staff with appropriate education or experience in library and learning/information resources to accomplish the mission of EGSC.

EGSC'S MISSION AS AN ASSOCIATE DEGREE DOMINANT ACCESS INSTITUTION WITH TARGETED BACHELOR'S PROGRAMS

EGSC's mission statement charges EGSC to provide access to higher education as an associate-degree dominant institution offering targeted bachelor's degrees.

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC Website, Mission, Vision, Accreditation and Strategic Plan](#))

EGSC's Carnegie designation is a basic undergraduate instructional program. EGSC serves 2,741 students (Fall 2019) primarily on three locations: the main campus in Swainsboro, and at instructional sites in Statesboro and Augusta, and at three area high school sites. The USG classifies EGSC as an associate dominant-bachelor's select college. EGSC's bachelor's programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. EGSC's emphasis is on teaching and service with limited focus on basic or applied research. EGSC offers 15 associate degrees (14 with disciplinary distinction) and three bachelor's degrees targeted to meet workforce needs.

(See [EGSC Carnegie Classification. See BOR Policy, Institutional Mission, Section 2.8](#))

EGSC serves 2,741 students (Fall 2019) primarily on three locations: the main campus in Swainsboro (885 students), and at instructional sites in Statesboro (973 students) and Augusta (357 students), at three area high school sites (33 students) and on-line only students (493). (See [EGSC Fact Book 2020 page 32](#)) When evaluating the adequacy of the library's staffing, it is important to note that the total student load at the Swainsboro campus is 885 or 32% of the total EGSC student population. An additional 1,330 students (49% of total EGSC student population) are enrolled either at the EGSC Augusta or Statesboro instructional sites where their library staffing support comes largely from Augusta University (a USG research university) or Georgia Southern University (a USG comprehensive doctoral university).

EGSC ENSURES ADEQUATE LIBRARY STAFF WITH APPROPRIATE EDUCATION/EXPERIENCE TO ACCOMPLISH EGSC’S MISSION

An adequate number of well-qualified library personnel are employed at EGSC to support the college’s mission. EGSC, in cooperation with Human Resources and Academic Affairs, utilizes a thorough process for hiring and retaining well-qualified library staff and student assistants. Personnel with appropriate educational degrees and work experience have been recruited and employed to work in the Library. The Library Director is under the supervision of the Vice President for Academic and Student Affairs. See EGSC Organizational Chart for Academic Affairs.

The EGSC Library follows the American Library Association (ALA) policy for examining the credentials of its librarians. ALA requires that librarians hold a bachelor’s degree plus a terminal master’s degree in library and information science (MLIS) from an ALA accredited program. ALA accredited programs follow the ALA Core Competencies of Librarianship that define the basic knowledge of all the students graduating with an MLIS degree.

The EGSC Library has a total of nine staff members. The Library employs four full-time staff members: Library Director, Librarian, Library Associate, and Library Assistant. Additional library staff members include two part-time student assistants and three federal work study students. The Library Director and Librarian hold master’s degrees in library science from American Library Association accredited degree programs. See roster of EGSC Library staff with professional positions in FY19 by name, education credentials and experience:

Job Title	Person Currently in Position	Degrees	Additional Work-Related Experience	Duties
<u>Library Director</u> (Full Time)	Beth Jones	Master’s in Library and Information Studies Florida State University Bachelor’s in Film and Video Georgia State University	4.5 years Reference & Instruction Librarian Georgia Military College 2.5 years Online Instruction Librarian Georgia Military College 5 years Adjunct Online Instructor Georgia Military College 2 years Library Graduate Assistant Florida State University 4 years Community Relations Barnes & Noble	Develops, implements and manages services, procedures and policies for public, technical and information services. Administers the library’s integrated library system. Develops and administers budgets. Prepares library statistical reports. Performs original and complex copy-cataloging of print and non-print materials. Performs additional related duties.
<u>Librarian</u> (Full Time)	Meghan Crews	Master’s in Library and Information Studies	1 year Access & Circulation Services Manager South	Develop and produce research guides, tutorials, and other

		Valdosta State University Bachelor's in History Valdosta State University	Georgia State College 2 years Library Graduate Assistant Valdosta State University 0.5 years Intern Library of Congress and Jekyll Island Museum 2 years Library Student Assistant Valdosta State University & South Georgia State College	instructional materials in a variety of formats. Collaborate with faculty on assignments and integration of information literacy into the college curriculum. Assist with collection development and the preparation of library reports. Participate in the design, implementation, maintenance, and assessment of library instruction for the college, including, but not limited to, delivering presentations in classroom settings, demonstrating the use of library sources and techniques, library tours, and workshops. Perform other tasks and related duties as assigned by the Library Director.
Library Associate (Full Time)	Bonnie Nash	Bachelor's in History University of West Georgia	10 years customer service experience various employers	Manages the hiring, training, and supervision of student workers. Composes notices and maintains correspondence with students, faculty and staff concerning borrower concerns, circulation policies, and other account issues, including overdue fines and fees, holds, and damages or lost materials. Assists patrons with general questions, location of materials, and use of software applications. Coordinates dual enrollment textbook distribution. Performs related duties.
Library Assistant (Full Time)	Amber Amerson	Bachelor's in English Bachelor's in English Education University of Georgia	1 year ACE Coordinator East Georgia State College	Maintains the East Georgia State College library collection; updates bibliographic

		<p>Associates in English East Georgia State College</p>	<p>1 year part-time Tutor East Georgia State College</p>	<p>records; adds bar codes, spine labels, and property stamps; deletes and withdraws records and materials from database. Answers telephone and greets visitors; types memoranda; maintains records; orders supplies. Prepares accounts for billing statements. Maintains periodical collection; records incoming periodicals daily; discards dated materials; organizes collection. Processes purchasing card statements and check requests. Assists with circulation desk operations; checks materials in and out; locates library materials; assists patrons with general questions. Prepares monthly library calendar and room reservations. Created and maintains displays around the library. Responsible for checking the library general email and providing virtual reference assistance through the library chat service. Performs related duties.</p>
<p>Student Assistant (Part Time)</p>	<p>Name Redacted</p>	<p>Degree in Progress – AA in Core Curriculum /Nursing East Georgia State College</p>		<p>Staff the circulation desk. Common duties include assisting faculty, staff, students, and community borrowers with informational and directional queries and checking in and out books, periodicals, reserve items, and other library materials. Sort books for shelving Shelve library materials. Open and/or close the library</p>

				All other duties as assigned
<u>Student Assistant</u> (Part Time)	Name Redacted	Degree in Progress - AA in Core Curriculum East Georgia State College		Staff the circulation desk. Common duties include assisting faculty, staff, students, and community borrowers with informational and directional queries and checking in and out books, periodicals, reserve items, and other library materials. Sort books for shelving Shelve library materials. Open and/or close the library All other duties as assigned
<u>Federal Work Study</u> (Part Time)	Name Redacted	Degree in Progress - AA in Art East Georgia State College		Staff the circulation desk. Common duties include assisting faculty, staff, students, and community borrowers with informational and directional queries and checking in and out books, periodicals, reserve items, and other library materials. Sort books for shelving Shelve library materials. Open and/or close the library All other duties as assigned
<u>Federal Work Study</u> (Part Time)	Name Redacted	Degree in Progress - AA in Psychology	Federal Work Study	Staff the circulation desk. Common duties include assisting faculty, staff, students, and community borrowers with informational and directional queries and checking in and out books, periodicals, reserve items, and other library materials. Sort books for shelving Shelve library materials. Open and/or close the library All other duties as assigned
<u>Federal Work Study</u>	Name Redacted	Degree in Progress - AA in Early Childhood Ed	Federal Work Study	Staff the circulation desk. Common duties include assisting faculty,

(Part Time)			staff, students, and community borrowers with informational and directional queries and checking in and out books, periodicals, reserve items, and other library materials. Sort books for shelving Shelve library materials. Open and/or close the library All other duties as assigned
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EGSC provides on-line services for evening and late night/early morning responsiveness to library patron questions when the library is closed. For assistance with using library resources, the library staff offers online Ask A Librarian chat through [EGSC LibraryH3lp](#). This service is available for all students, faculty, and staff at all the EGSC locations. The online chat is monitored by library staff during weekday hours from 8:00AM-5:00PM. From 5:00PM-7:00AM every weekday evening and from midnight-midnight during the weekends the chat service is still available to all patrons needing assistance and monitored by [ChatStaff](#). The company staffs our chat service with librarians holding master’s degrees from ALA-accredited programs with experience in chat reference service. The service will be extended to 24/7 excluding holidays in March 2020 with the renewal of the service. This service supplements EGSC staffing to better serve EGSC students and faculty.

The main duties of the library staff members are customer service, working with library patrons, and managing requests from faculty, staff, and students. The two MLIS holding librarians work in these areas as well, with specific duties in library instruction, particularly in the student success/first year experience course (CATS 1101). The full-time library staff members are encouraged to join professional organizations and to take advantage of professional development opportunities. Georgia Library Association (GLA) hosts the annual [Georgia Libraries Conference](#) each fall that a full-time staff member of the EGSC Library attends. There are additional conferences that full-time staff members of the library may attend if requested and funds are available. Library staff are also encouraged to attend workshops and webinars that provide additional training and education for their positions. For example, on April 12, 2019, the Library Associate attended the GLA [Interlibrary Loan Workshop](#) hosted by the ILL Interest Group with GLA to gain additional training in the policies and procedures of interlibrary loan. The college has an educational assistance program, the Tuition Assistance Program (TAP). The purpose of TAP is to foster the professional growth and development of employees. The Library staff strongly supports this program and has approved staff use of this assistance through scheduling changes and support. (See [Tuition Assistance Plan Approved Application- Fall 2019](#))

Library staff are evaluated annually as outlined by Human Resource guidelines. Conferences are held between staff and immediate supervisors to review the performance evaluation. When performance issues require more frequent reviews or when responsibilities change, Academic Affairs and Human Resources are involved.

The Library participates in shared faculty governance. The [EGSC Library Committee](#), a standing committee of the President’s Cabinet, has the following purpose and functions:

The purpose of the Library Committee is to serve in an advisory capacity to the Library Director, to act as a liaison between East Georgia State College faculty and the library, and to provide a faculty perspective on library budgetary matters. Its functions are to

recommend policies and procedures as necessary and proper to accomplish its purpose, make recommendations concerning collection development, foster communication with the rest of campus regarding the library's goals and objectives, and guide the general direction for the development of all library resources.

Membership consists of the Library Director and elected faculty representatives from each of the colleges schools and instructional sites to ensure adequate representation. The Library Committee's function to recommend policies and procedures is illustrated in the December 6, 2019 action to approve seven library polices. See [Library Committee Minutes of December 6, 2019 meeting](#). The following policies were approved by the President's Cabinet on December 10, 2019:

- [EGSC Library Circulation Policy](#)
- [EGSC Library Weeding Policy](#)
- [EGSC Library Collection Development Policy](#)
- [EGSC Library Heritage Center Policy](#)
- [EGSC Library Study Room Policy](#)
- [EGSC Library Community User Policy](#)
- [EGSC Library Conduct Policy](#)

The EGSC Library is part of the [Learning Commons](#), which also includes the Academic Center for Excellence (tutoring and advising) and a coffeeshop. The [EGSC Library Gate Count](#) for FY 2019 indicates a total count of 89,219, and an average monthly count of 7,435. EGSC students use the Library for a variety of academic and non-academic purposes. When students seek Library staff assistance, Library staff respond in a supportive manner so that student needs are being met. The [Fall 2019 EGSC Swainsboro Student Satisfaction Survey](#) sought student input regarding library services. EGSC Student Satisfaction Survey Question 7 asked students about the level of service in the Library: 87% of students indicated a rating of "very satisfied" or "somewhat satisfied." ESGC Student Satisfaction Survey Question 49 asked students about the timeliness of the Library's service: 89% of students indicated a rating of "very satisfied" or "somewhat satisfied." The survey results indicate that students are being served by EGSC Library staff that have adequate education and training and that respond in a timely manner so that students' requests are appropriately addressed.

EGSC ENSURES ADQUATE LIBRARY INFORMATION, RESOURCES AND STAFFING FOR DISTANCE LEARING STUDENTS, DUALY ENROLLED STUDENTS AND STUDENTS AT OFF-CAMPUS INSTRUCTIONAL SITES

The EGSC Library staff strives to ensure that all students, regardless of location or instructional modality, benefit from an interconnected campus. The EGSC electronic library resources are available 24 hours, 7 days a week through the EGSC Library webpage and LibGuides. The electronic resources consist of the databases, catalog, eBooks, LibGuides, and Ask A Librarian Chat.














Library instruction sessions are offered to faculty on the Swainsboro campus and the instructional sites at Statesboro, Augusta and Dual Enrollment sites. The Librarians at EGSC Library are available to travel to any EGSC instructional site to provide instructional sessions. Through formal agreements between GSU, AU and EGSC, the EGSC Augusta and EGSC Statesboro students also have the option to request library instruction from the Augusta University Librarians or the Georgia Southern University Librarians. EGSC Librarians may be embedded in any online course through the Virtual (Embedded) Librarian program. Additional instructional supplements come from the online video tutorials both created by EGSC Librarians and database vendors that are available on the Tutorials LibGuide.







The EGSC Library offers GIL Express and interlibrary loan (ILL) services to all EGSC students, regardless of location or mode of instruction, and to faculty and staff. Books from the EGSC Library physical collection can be mailed to any student regardless of location using UPS 2-day shipment. All EGSC students have immediate access to the 620,135 eBooks available via GALILEO.

CONCLUSION

EGSC, an access institution with approximately 2,800 students, ensures an adequate number of professional staff with appropriate education in library and learning/information resources to accomplish the college's mission as an associate degree dominant institution with 3 targeted bachelor's degree programs.

Sources

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-  American Library Association Librarian Education Policy
-  ChatStaff Overview
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-  EGSC Academic Affairs Organizational Chart CAB 2-6-20
-  EGSC Carnegie Classification
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-  EGSC Learning Commons Webpage
-  EGSC Librarian Job Description 012020
-  EGSC Library Assistant Job Description 012020
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-  EGSC Library Community User Policy 12-13-19
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-  EGSC Library Gate Count
-  EGSC Library Heritage Center Policy CAB 12-13-19
-  EGSC Library Study Room Policy CAB 12-13-19
-  EGSC Library Weeding Policy CAB 12-13-19
-  EGSC LibraryH3lp
-  EGSC Mission Statement Webpage
-  EGSC Position Description Library Director
-  EGSC Student Assistant Job Description 072018
-  EGSC Student Satisfaction Survey Swainsboro Fall 2019

-  Georgia Libraries Conference
-  Interlibrary Loan Workshop
-  Library Committee Meeting Minutes 12-6-19
-  Library Committee Webpage
-  Tuition Assistance Plan Example - Library Staff Fall 2019
-  USG BOR Policy Manual 2.8 Institutional Mission

11.3

Library and Learning/Information Access

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) provides all of its students and faculty access and user privileges to library services and access to regular and timely instruction in the use of library and other learning/information resources as described below.

ACCESS, USER PRIVILEGES AND INSTRUCTION ENABLE EGSC LIBRARY TO ATTAIN ITS GOALS AND CARRY OUT THE MISSION OF EGSC

As discussed in section 11.1 of this Compliance Certification, the library and learning/information resources available to EGSC students and faculty include the college's own resources, as well as the resources that are available through the statewide pool of library and information resources of GALILEO and GIL. The goals of EGSC Library's research and instruction program include making those resources readily available to EGSC students and faculty and teaching its primary users (students and faculty) how to find, evaluate and use information, data and data sets for their academic, professional and personal lives, helping them become more information literate lifelong learners.

These library goals contribute directly to the mission of EGSC:

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

EGSC PROVIDES ALL STUDENTS AND FACULTY ACCESS TO LIBRARY SERVICES

Loan policies and access to collections are fundamental to user privileges and are at the heart of faculty/student use of library resources. EGSC faculty, staff and students may check out print books and periodicals from the main library desk using the EGSC ID card. The EGSC Library Circulation Policy specifies a lending period for patrons dependent upon the item and patron status, but up to two renewals are allowed. Additionally, if an item is not available at the EGSC Library, student, faculty and staff can borrow from any other University System of Georgia institution free of charge through the GIL Express service using GILFind. These items can be picked up on the Swainsboro campus, sent through intercampus mail to the Statesboro or Augusta campuses, or be shipped to the patron's home via United Parcel Service (UPS) for online and dual-enrollment students. This service lends items for 28 days, plus two renewals, for a total of 84 days.

Additionally, the library offers interlibrary loan (ILL) services through [WorldShareILL](#). This free service allows physical and digital items to be borrowed from other libraries that participate in interlibrary loan. These items are delivered via UPS, USPS, or [via Article Exchange](#) if a digital item. This lending period is dependent upon the lending institution, but items can be renewed based on the request and the discretion of the lending institution.

Access to the library, library staff, resources and services is essential for students and faculty, regardless of their location or need, whether that is on campus, off campus and/or via distance learning technologies. For assistance with using library resources, the library staff offers staffed desk hours, email, telephone, online chat through [LibraryH3lp](#), and video chat through [Zoom Video Chat](#). These services are available for all students, faculty and staff at all of the EGSC locations. From 5:00PM-7:00AM every weekday evening and from midnight-midnight during the weekends the chat service is available to all patrons needing assistance and is monitored by [ChatStaff](#). The company staffs our chat service with librarians holding master's degrees from ALA-accredited programs who have experience in chat reference service. The [hours of the library](#) facility vary throughout the year, but during the fall and spring semesters, hours are 7:30AM-7:00PM, and during intersession, the library is open 8:00AM-5:00PM for patron use.

Library staff visit the Statesboro instructional site to offer in-person assistance. In addition to these visits and virtual services (telephone, email, chat, Zoom), through formal agreement between EGSC and Augusta University and Georgia Southern University, students on the EGSC Statesboro instructional site may access Henderson Library on Georgia Southern University's campus for computer use, check-out privileges, and research assistance with library resources. Similarly, students at the EGSC Augusta instructional site have access to Reese Library on Augusta University's Summerville Campus for computer use, check-out privileges and research assistance with library resources as well as any virtual services (telephone email, chat, Zoom). See [EGSC – Augusta University MOU](#) and [EGSC – Georgia Southern University MOU](#).

For online students, links to several LibGuides and the library's website are included for contact information and informational purposes.

Additionally, the Swainsboro campus has a computer lab dedicated to patron use where students and faculty can access library resources. The EGSC Statesboro instructional site offers computer labs that can be used for accessing GALILEO.

EGSC PROVIDES ALL FACULTY AND STAFF WITH INSTRUCTION ABOUT LIBRARY AND LEARNING/ INFORMATION RESOURCES

The Library staff actively pursue opportunities to provide formal and informal instruction, both within the library and classrooms, working collaboratively with teaching faculty. EGSC also provides numerous Web-based tools that give faculty and students 24/7 access to instruction and use not only of EGSC's resources, but also those of other libraries statewide that are collaborating members of the GALILEO and GIL network.

Library staff deliver instruction in the use of information resources through group and individual sessions as well as workshops. The library also provides online tutorials, user guides, and reference assistance. Library staff serve as liaisons to program faculty and staff to coordinate learning resources associated with program curricula and research. Librarians also collaborate with faculty to develop effective search strategies.

In addition to formal sessions and class visits, library instruction is provided through point-of-contact interactions, course-related classes, on-line reference services, tutorials and print and web-based guides. When requested, Library staff provide hands-on instructional sessions tailored to the needs of specific groups or classes.

The EGSC Information Technology department (IT) provides general technology training resources and serves as a primary point of contact for faculty access, campus applications, and productivity software and tools. IT provides support and training for EGSC's learning management system, Desire2Learn (D2L) Brightspace.

The Library offers information resources instruction to students and faculty. New freshman receive introductory library instruction through the mandatory CATS 1101 first year experience/college transition course. The EGSCS Library has recently developed standardized instructional workshops to strengthen the information literacy instruction program: Practicing Research Online with a Librarian (PROWL). The instructional program consists of a variety of workshops of varying length available to faculty and students. By standardizing the typical session offered, specific library instruction can play a significant role in the success of students, which faculty appreciate. Faculty select from an instruction menu that details the available sessions and topics, items covered in those sessions, and length of each session. Additional workshops are available on a variety of sub-topics including plagiarism, citations, and upper-level topics for four-year programs. Instruction is advertised a variety of ways including via email several times a semester, through distribution of the instruction menu, and through unofficial liaison duties. Additionally, tracking the reference questions the staff receive often help librarians identify potential assignments and courses to pursue for in-depth assistance or instruction.

The instruction program was re-designed for FY2018 with two types of common sessions: an introduction to the library (typically delivered to the CATS 1101 first year experience course) and the advanced GALILEO workshop which builds on the introduction workshop. These workshops have common student learning outcomes, are mapped to the Association of College and Research Libraries Framework for Information Literacy for Higher Education, and include assessment. These sessions were developed using current trends in library instruction including active learning and discussion pedagogy. For bachelor's level students, sessions are often tailored to the course's projects.

Instruction for EGSC students is offered to all faculty on all campuses and is taught by the Librarian and Library Director.

To determine the effectiveness of instruction, assessment has been essential. The main two workshops include a standard post-test delivered via Socrative.com. Other workshops also include a post-test assessment that is tied to specific student learning objectives derived from the advanced GALILEO workshop created by the instruction librarian. As this is the first time the instruction program has been standardized and assessed, there is little data for comparison other than attendance.

Distance learning students and students at other off-campus instructional sites are assisted by EGSC librarians who have access to and use of library resources through telephone, email and chat services.

EGSC Library Instructional Classes is an effective method for reaching students. During FY 2019 the Library staff gave presentations to 47 classes reaching 627 students. In FY 2018, the Library staff presented to 53 classes reaching 920 students. In addition to their work with students, library staff also direct faculty through instruction and tutorials to services and resources that support teaching in their disciplines.

While point-of-contact instruction is not monitored, EGSC Library gate counts indicate a large student population visiting the library a portion of which will seek instruction. In FY 2019, an average of 7435 students visited the library, compared to an average of 7304 visitors in FY 2018, and 7598 visitors in FY 2017.

EGSC LIBRARY PROVIDES ACCESS TO LIBRARY SERVICES AND INSTRUCTION TO ITS DISTANCE LEARNING STUDENTS, DUALY ENROLLED STUDENTS AND STUDENTS AT OFF-CAMPUS INSTRUCTIONAL SITES

The EGSC Library staff strives to ensure that all students, regardless of location or instructional modality, benefit from an interconnected campus. The EGSC electronic library resources are available 24 hours, 7 days a week through the EGSC Library webpage and LibGuides.

Distance education students and faculty can take advantage of a variety of online resources on the [EGSC Library webpage](#) should they need assistance. A variety of user-friendly electronic library resources are available, including the following:

- Ask a Librarian/Bobcat Chat
- Zoom
- Email Us
- EGSC Library Informational Brochure
- Frequently Asked Questions
- GALILEO
- ILL
- LibGuides (searchby course or academic subject; tutorials)
- BookSearch
- Database Search
- Library Catalog
- Library Hours
- Library Policies
- Library Staff and Contact Information

The above on-line resources provide general library information and extensive guides covering EGSC degree programs and assist students in discovering, navigating, searching and citing academic resources. The resources also provide faculty and staff access to an immense amount of scholarly literature. When questions arise, ChatStaff continues to be a popular mechanism for faculty and students to ask questions of Library staff. [ChatStaff Usage](#) has more than doubled from FY2017 – FY2019.

To assist online students, library staff began an embedded librarian program, [Virtual Librarian Program](#), in 2015 in several courses. This service is advertised through the instruction menu, via email, and through liaison activities. An embedded librarian is added as an instructor in various courses in the [Desire2Learn \(D2L\) Brightspace](#) learning management system (LMS) and collaborates with the instructor-of-record to provide services to the students. Typical offerings include an embedded Library H3lp chat box that is connected to the main queue to provide 24/7 service, a discussion board that is monitored by the librarian, and video tutorial and LibGuides that correspond to the course content. To deliver instruction to the students, the videos are recorded to mimic the instruction delivered face-to-face.

Links to GALILEO are available in the Desire2Learn (D2L) Brightspace software for online students to access. GALILEO is password-protected through [OpenAthens](#), which allows students to use their own EGSC username and password to access the databases. Access to GALILEO is available through an internet-enabled device any time of day.






















Library instruction sessions are offered to faculty on the Swainsboro campus and the instructional sites at Statesboro, Augusta and Dual Enrollment sites. The Librarians at EGSC Library are available to travel to any EGSC instructional site to provide instructional sessions. Through formal [Memorandum of Understanding with Augusta University](#) and [Georgia Southern University](#), EGSC Augusta students (located on the Augusta University campus) and EGSC Statesboro students (attend classes on the Georgia Southern University campus) have access to and may request library instruction from the Augusta University Librarians or the Georgia Southern University Librarians.

The EGSC Library offers GIL Express and interlibrary loan (ILL) services to all EGSC students, regardless of location or mode of instruction, and to faculty and staff. Books from the EGSC Library physical collection can be mailed to any student regardless of location using UPS 2-day shipment. All EGSC students have immediate access to the 620,135 eBooks available via GALILEO.

CONCLUSION

EGSC provides all faculty and all students, regardless of location or modality, access and user privileges to its library services and access to regular and timely instruction in the use of library and other learning/information resources.

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-  EGSC AU MOU 10-4-2017
-  EGSC GSU MOU 03-19-2019
-  EGSC Library Circulation Policy CAB 12-13-19
-  EGSC Library Gate Count
-  EGSC Library Hours Webpage
-  EGSC Library Informational Brochure -Library Webpage
-  EGSC Library Instructional Class Statistics
-  EGSC Library Webpage
-  EGSC Library Workshops - PROWL Webpage
-  EGSC LibraryH3lp
-  EGSC Mission Statement Webpage
-  GIL Express
-  OpenAthens
-  Virtual (Embedded) Librarians - Library Workshops
-  Worldshare ILL
-  Zoom Video Chat

12.1**Student Support Services**

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC), an associate degree granting, liberal arts institution of the University System of Georgia (USG), provides appropriate academic and student support programs, services, and activities. These are integral components of the overall success of EGSC and consistent with its mission.

**EGSC'S ACADEMIC AND STUDENT SUPPORT PROGRAMS, SERVICES AND ACTIVITIES
ARE CONSISTENT WITH ITS MISSION**

EGSC's mission is as follows:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC webpage, President's Office, Mission/Vision/Accreditation/Strategic Planning](#))

EGSC's four largest demographic cohorts are African-American (Black) Females; African-American (Black) Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. A percentage breakdown by campus of these demographic cohorts for Fall Semester 2019 is presented below in the table below.

Fall 2019 Enrollment by Gender and Ethnicity for Each Location and Delivery Mode

Fall 2019 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	58.7%	55.0%	62.9%	66.7%	65.4%	60.1%
Black or African American	33.7%	24.0%	34.4%	18.2%	25.1%	28.8%
White (Non-Hispanic Origin)	18.2%	24.4%	22.5%	48.5%	32.8%	24.8%
Other	6.8%	6.6%	6.0%	0.0%	7.5%	6.5%
Male	41.3%	45.0%	37.1%	33.3%	34.6%	39.9%
Black or African American	20.4%	18.8%	18.1%	9.1%	11.7%	17.4%
White (Non-Hispanic Origin)	13.6%	20.2%	15.7%	18.2%	19.8%	17.8%
Other	7.3%	5.9%	3.3%	6.1%	3.2%	4.7%

See [EGSC Fact Book 2020 page 35](#).

EGSC students compared to IPEDS peer median receives dramatically higher Pell (20% more) and Federal Loans (21% more). This indicates the low socio-economic region we serve. Additionally, in the table below are the number and percentages of EGSC graduates since the 2012 academic year (AY) who received Pell grants and who were first generation students. Note that almost 45 percent of our graduates throughout this period received Pell grants and that there were higher percentages of first-generation graduates within the "Pell" category compared to the "No Pell" category.

EGSC Graduates AY 2012 – AY 2019 by Pell Grant and First Generation

Pell & First Generation	Overall Numbers	Overall Percentages
No Pell	1,173	55.1%
First Generation	318	27.1%
Not First Generation	855	72.9%
Pell	957	44.9%
First Generation	382	39.9%
Not First Generation	575	60.1%

Since the date of EGSC's last Reaffirmation by SACSCOC, EGSC's student body has remained diverse and continues to consist of a high number of students who are first-generation college students with significant financial needs. In addition, there have been significant changes in the students served by EGSC.

- EGSC's campus in Swainsboro was primarily a commuter campus prior to Fall 2011. At that time, 200 residential beds became available. Subsequently, an additional 235 residential beds were added.
- In Fall 2018, EGSC changed its admissions standards to become an open access institution. In other words, entrance scores on standardized exams are not required to qualify for admission.

As a result of these changes, EGSC (as described in detail below) has significantly expanded academic and student support programs, services and activities. Key examples are:

- EGSC added an African American Male Initiative Program (see below);
- EGSC added an Office of Student Conduct and a Title IX Office (see below);
- EGSC added its Bobcat Bridge Program to provide basic necessities to students in need (see below);
- EGSC added a Student Leadership Development Program (see below);
- EGSC added a CHOICE Program, a program to serve intellectually disabled students (see below);
- EGSC added an Academic Center for Excellence (ACE) at each of its three locations: Swainsboro, Statesboro and Augusta (see below);
- EGSC added a Military Resource Center (see below);
- EGSC added student health services on its Swainsboro Campus (see below);
- EGSC introduced a course in its core curriculum (Critical and Academic Thinking for Success) (see below);
- EGSC added its First Friday at the Morgan House program to more closely integrate the local community and the college community (see below);
- EGSC has significantly expanded the size of its student center on the Swainsboro Campus (Estimated date of completion is March 2020);

- EGSC has obtained approval for a move of its Statesboro instructional facility to the Georgia Southern University Campus to more closely connect its students with services and activities on that sister university campus;
- EGSC is already located in Augusta on the campus of Augusta University and has recently completed a move of its offices to a location on the Augusta University Campus designed to more closely connect its students with services and activities on that sister university campus.

The diversity of EGSC's student body demands that EGSC provide various supporting academic and student services, programs, and activities that will suit the unique nature of each student's needs. The creation of these services, programs, and activities ensures students are provided the opportunity to be in engaged or benefit from a learning environment that fosters personal growth by utilizing an expanding range of resources and amenities. The full range of EGSC's academic and student support programs, services and activities which are in place to meet this demand are described in detail below.

EGSC PROVIDES APPROPRIATE ACADEMIC AND STUDENT SUPPORT PROGRAMS, SERVICES AND ACTIVITIES

Most of the academic and student support services of EGSC are operated under the Office of the Vice President of Academic and Student Affairs (VPASA).

Academic Student Support Services

The VPASA offers services and programs to support students in the areas that foster student success. Additionally, the VPASA has oversight of the EGSC library (see Core Requirement 11.1, 11.2, 11.3)

EGSC Learning Commons

The EGSC Learning Commons is an academic environment that consists of the Library, Academic Center for Excellence (A.C.E.), the Heritage Center and Common Grounds. Each of these entities strive to provide a fullness of academic resources for all students of EGSC which include but are not limited to library resources, tutoring, testing, advisement, writing, research, history, and culture. Additionally, the academic environment is committed to enhancing the overall students' educational and personal experience(s) by creating an atmosphere that includes access to computers, printers, scanners, a reader-printer, additional non-print resources, tutoring staff, testing resources, advisement, and a special collection of materials dedicated to history and culture of Emanuel County and surrounding areas.

EGSC Academic Center for Excellence

The EGSC Academic Center for Excellence (ACE) is a community of professional advisors, professional tutors, student tutors, testing personnel, and academic instructors. The A.C.E. is dedicated to fostering academic excellence and is driven by the philosophy that students working with students promotes academic and personal success. The A.C.E. is located within the Learning Commons along with a traditional library. As the primary academic support service for students at EGSC, the A.C.E. serves as the College's tutoring center, testing center, and advisement center to assists students in transitioning to college, navigating the academic terrain, creating networks of resources, and achieving academic, personal and professional goals. Through various services including advisement, tutoring, and study groups, we support students in biological and physical sciences, economics, mathematics, social sciences, statistics, study strategies and writing. Additionally, the A.C.E. houses computers for student use. A.C.E. facilities are also available at EGSC-Statesboro and EGSC-Augusta.

The EGSC-Statesboro and EGSC-Augusta campuses have additional resources that support students academically with tutoring, testing, and study groups in various subject matters that they may access on the campuses of Georgia Southern University (GSU), and Augusta University (AU).

EGSC Academic Advisement (Faculty Advising Champions and Staff)

At EGSC, we carry out the job of academic advising as a team, with each member of that team having a clear understanding of his or her role in advising students. The team members include students, who have a responsibility to define their academic goals; professional academic advisement staff, whose training and expertise will guide students through the variety of programs that are available to them; full-time faculty, whose experience in their disciplines is an invaluable resource to students; and Faculty Advising Champions, who will assist faculty in their advising duties. Each member of the team will work in harmony with others in order to assist students as they select from the courses and programs of study offered at EGSC.

Furthermore, academic advising is a process that all students are part of to help ensure academic success. Academic Advising provides a clear contact point for general advising information, core academic advisement, registration steps, and supportive links to the College's academic programs and student services. A primary function of Academic Advisement is to advise all undergraduates at EGSC in choosing and transitioning between majors, in addition to formulating initial academic plans, guidance through core course selections and academic learning support requirements, recommendations for student actions, and connections to appropriate supports.

All students are assigned advisors. The College's Academic Advising Plan informs the assignment of students to Staff or Faculty. Overall, faculty advisors with the assistance of Faculty Advising Champions, and advising specialists help build academic plans to lead students to graduation. The plans provide expectations that are realistic, and curriculum focused. Additionally, advisors help students to learn the policies and procedures of EGSC. Students have access to their advisor by telephone, campus email, office hours, and the online management system, GradesFirst. Academic Advising services are available to all EGSC students, including but not limited to traditional, non-traditional, distance learning, and dual enrollment on all three campus locations (EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta).

EGSC Library

The EGSC Library provides students a welcoming atmosphere in which to gather and collaborate using advanced technological resources. In FY2019, the Library had a total of 89,219 visits from students, faculty, staff and community members. The Library strives to develop a collection of print and electronic resources of sufficient size, quality, currency and diversity to support the teaching and learning needs of faculty and students. Through collaborative relationships with other institutions, the Library offers access to a wealth of resources in addition to what is available in the EGSC Library. These resources include access to computers, printers (including a 3-D printer), scanners, a reader-printer for microfilm, study rooms and additional physical resource materials. The Library maintains an estimated thirteen thousand reels of microfilm and numerous microfiche holdings. The Library continues to develop its electronic resources, which include 82 LibGuides, Films on Demand, DVD's, and audio books. In addition, the Library offers access to 275 data bases through secured licensed products which can be accessed from any internet connection on or off campus with GALILEO, JSTOR, Mango Languages, GALE, Elsevier, and R2Digital Library. During FY2019, the databases had 126,502 searches performed. There is also 24/7 ASK A LIBRARIAN CHAT that received 225 chats during FY2019. This chat is monitored by the EGSC Library staff during business hours and through CHAT STAFF Librarians in the evenings and on the weekends.

GALILEO Interconnected Libraries (GIL), the Library catalog, provides access to more than 47,000 titles, which include bound periodicals, the Ehrlich collection (military history), nursing and educational materials. During FY2019, there were 3,795 circulated transactions for books to be checked out. There are also 620,135 eBooks available via GALILEO. They are discoverable through the Library catalog, as well as through GALILEO.

To round out the collection, the library provides numerous periodical subscriptions and access to local and national newspaper publications. To supplement the available resources at EGSC, resource sharing is available through other universities via InterLibrary Loan (ILL) and GIL Express services, which had a total of 432 items borrowed or loaned in FY2019. (See also, Section 11.1, 11.2, and 11.3 of this Compliance Certification)

EGSC Military Resource Center

The EGSC Military Resource Center (MRC), located on the EGSC-Swainsboro campus provides outreach for service members, veterans, and affiliated military students whether they are on-campus or distance learners. The MRC staff counsels students about attending EGSC and assists with the application process and ensuing military affiliated personnel military education credits are evaluated and awarded equivocally to the student's academic record. Although, there are no MRC's on EGSC-Statesboro and EGSC-Augusta, designated personnel on each campus provide services to military affiliated students. Services include advising students regarding financial aid decisions and resources and providing direction in filing FAFSA applications and HOPE scholarship review request if they meet Georgia's HOPE scholarship eligibility requirements. The MRC staff encourages military affiliated students to research other scholarship opportunities or funding resources such as Troops to Teachers. The MRC can be accessed online through the EGSC website, and personnel can be contacted via email, phone, and other electronic methods.

Military affiliated students who attend the EGSC-Statesboro or EGSC-Augusta campuses have additional in-person and online military resources that they may access on the campuses of Georgia Southern University and Augusta University, through formal agreement with EGSC.

EGSC Tutoring Services

EGSC's tutoring services are housed in the ACE on all three campus locations and are dedicated to the enhancement of the education and personal development of students at all levels of education. The tutoring services strive to teach student various academic concepts to improve their knowledge measured by the student's accuracy of summarizing and performing tasks within the concepts of the subject matter in which they were tutored. This is achieved by either one-on-one tutoring or A.C.E. Academy group tutoring sessions. Each of these methods of tutoring are led by either a qualified staff member of the A.C.E. or faculty that has expertise in the field of study. The tutoring service's overall goal is to ensure student success and assist students in meeting the goals of campus educational programs through providing an appropriate range of support to complement students achieving learning outcomes. Tutoring services are available to all students including but not limited to traditional, non-traditional, distance learning, and dual enrollment. All students have access to tutoring services through either face-to-face or online tutoring services through tutor.com, and/or Skype appointments with tutors within the A.C.E. on EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta during operating hours. The tutoring services provide assistance in biological and physical sciences, economics, mathematics, social sciences, statistics, study strategies and writing. Furthermore, each tutoring area is equipped with computer units and other tutoring tools.

Through formal agreements with Georgia Southern University and Augusta University, students who attend the EGSC-Statesboro or EGSC-Augusta campuses have additional in-person and online resources that support students academically with tutoring and study groups in various

subject matters that they may access on the campuses of Georgia Southern University and Augusta University.

EGSC Testing Services

EGSC's test proctoring services are housed in the ACE and are dedicated to the enhancement of the education and personal development of students at all levels of education. The testing services strive to accommodate students with their test proctoring needs. EGSC accommodates traditional, non-traditional, dual-enrollment, distance learners, and students with ADA accommodations through multiple venues of test proctoring. Test proctoring services are facilitated differently at the main campus and EGSC Augusta and EGSC Statesboro instructional sites.

On the EGSC-Swainsboro campus, the testing area is in the campus A.C.E. and consists of an 11-person testing lab and a two-person testing lab. The labs can accommodate all levels of students including traditional, non-traditional, dual-enrolled, distance learners, and some students who require ADA accommodations (E.g. extra time). Furthermore, EGSC test proctoring services are available for all students enrolled at EGSC and all students in the USG who are enrolled in [eCore](#) academic courses, despite the students' home institutions. The testing service on the EGSC-Swainsboro campus further accommodates all students who may need a testing area to utilize, [ProctorU](#). The 11-person lab is equipped with computer units, a sound cancellation unit, screen monitoring software, and surveillance cameras. The two-person lab is utilized for students who may need to have an exam administered through ProctorU, or for students who require specific IEP accommodations such as, but is not limited to, extra time, quiet area, electronic or personal reader, speech to text, and/or text magnification. Student who require a personal reader may co-schedule the exam with Counseling and Disability professionals. The two-person testing lab is equipped with computer units, a sound cancellation unit, screen monitoring software, webcams, electronic reader and software, large magnification monitor, speech to text software, screen monitoring software, and surveillance cameras.

The testing area for the EGSC-Augusta instructional site is the ACE. This is a multi-functional area; the size of the testing area is dependent upon the number of proctored tests that are scheduled for any given day. The testing area can be modified from a three-person table to six reserved computer units for online administered exams. The lab can accommodate all levels of students including traditional, non-traditional, dual-enrollment, and distance learners, and those who require ADA accommodations. Students who require a personal reader may co-schedule the exam with Counseling and Disability professionals. The testing lab is equipped with computer units, a sound cancellation unit, webcams, electronic reading software, and speech to text software.

On the EGSC-Statesboro instructional site, the test proctoring services are facilitated by the EGSC reception desk personnel rather than the A.C.E. staff, due to the space limitations and building layout. The testing area resides in the Counseling and Disabilities Office area at EGSC Statesboro. The testing area houses three computer units for all levels of students including traditional, non-traditional, dual-enrolled, and distance learners. Students who have ADA accommodations are provided testing services through the EGSC- Statesboro Counseling and Disabilities Office. The testing lab is equipped with computer units, a sound cancellation unit, and a surveillance camera.

Students who attend EGSC-Statesboro or EGSC-Augusta, through formal cooperative academic program agreements with USG sister institutions [Georgia Southern University](#) and [Augusta University](#), have additional in-person and online resources that support students academically with test proctoring services at Georgia Southern University or Augusta University.

Other Academic Support Services**EGSC Faculty Office Hours**

EGSC faculty members are required to have on campus office hours. The EGSC Faculty Handbook, page 25 states:

Faculty should announce their office hours to their students and post their schedules on their office doors. Faculty should be available consistently during those hours. The total office hours shall not be less than ten hours per week and should include morning and afternoon periods on most days. Other conference hours should be arranged for the mutual convenience of students and faculty members. The VPASA may approve the adjustment of office hours for alternative activities such as time spent in the ACE. During the early advisement period, a faculty member may need to provide more hours on campus to advise students. (See Faculty Office Hours Example Spring 2019)

Academic Student Support Programs**EGSC African-American Male Initiative**

The EGSC African-American Male Initiative (AAMI) is focused on helping African-American Males to successfully navigate college. The purpose is to increase the recruitment, retention, and graduation rates of African-American men in our service area. Students who participate in the programs are guaranteed academic and professional mentoring, academic and professional networking opportunities, positive student-faculty/staff relationships, positive assimilation to the academic community, and priority advising. Access to the program for African-American male students who are traditional, non-traditional, distance learners, or dual enrollment is available at EGSC Swainsboro, EGSC Augusta and EGSC Statesboro.

In the Academic Year 2018 – 2019, AAMI provided service to the following number of AAMI members:

Semester	Members
Fall 2018	51
Spring 2019	38

In the academic year 2018-2019, leaders at each of EGSC's three locations met multiple times as a group to build brotherhood and a sense of belonging, as well as, provide cultural enrichment.

Estimated Number of Group Meetings:

Augusta: 16

Statesboro: 20

Swainsboro: 30

In addition to group meetings, AAMI members received one-on-one mentoring with AAMI mentors. One-on-one meetings are for assessments workshops and building relationships between faculty, staff, and students. Some assessment categories focus on time management, stress management, study skills, GPA calculation and understanding, and much more.

Estimated One-On-One Meetings

Augusta: 150

Statesboro: 80

Swainsboro: 10

EGSC CHOICE Program for Inclusive Learning

EGSC staff and faculty strive to help students succeed by approaching education with a personal touch. The staff of the EGSC CHOICE Program for Inclusive Learning embraces this approach and strives to provide participants with a rewarding college experience filled with student activities and small classes with faculty who are dedicated to teaching and preparing them for whatever challenges they wish to pursue beyond the CHOICE experience.

The CHOICE program provides instruction in the following areas: Career Development and Employment, Academic Enrichment, Campus and Community Engagement, Self-Determination, and Independent Living. The CHOICE Program staff creates a unique and customized plan for achievement using a person-centered planning approach. Student participants audit traditional courses, complete specialized CHOICE courses, and participate in job shadowing/internship experiences on and off campus to support career exploration and development of employment skills.

In addition to the academic program, CHOICE participants have access to the Jean Anderson Morgan Student Activities Center, recreation and exercise activities, sporting and entertainment events, and student clubs and organizations. Upon successful completion of the program requirements, participants are eligible for the CHOICE Certificate of Accomplishment in Work-readiness Skills.

The CHOICE Program for inclusive learning at East Georgia State College (EGSC) has been designated by the U. S. Department of Education as a Comprehensive Transition Program (CTP). The DOE recognizes such programs that meet specific criteria and provide postsecondary learning opportunities for students with disabilities. One benefit of the CTP designation is that students are eligible to apply for financial aid.

CTP was defined by the Higher Education Opportunity Act of 2008. CTPs at career schools and colleges serve students with intellectual disabilities who receive instruction in academics, career preparation, and independent living with a goal of gainful employment. CTPs must advise students academically and provide well-defined programs of study. Students must spend at least half of their time in the program in activities with nondisabled students in inclusive courses and work-based training.

EGSC Critical and Academic Thinking for Success (CATS)

The Critical & Academic Thinking for Success (CATS 1101) course is the freshman seminar course at EGSC. The course description from the EGSC 2019-20 Catalog, page 81 states:

This CATS 1101 course is the freshman seminar course at East Georgia State College. The course serves as a guide and support for students as they transition into college and develop their identity as student scholars. Methods of instruction include both discussion of key topics in class (thinking) and completion of assignments outside of class (doing). The required readings and class presentations guide students in their growth as scholars who pose problems, discover solutions, resolve controversies, evaluate knowledge and use effective communication skills. The course includes a badging (passport/portfolio) activity that enables students to self-regulate and take responsibility for their learning and production of knowledge. Lab activities linked to the course provide students with a venue for the practice of critical thinking, student engagement and effective communication. The course connects the new student to the resources and people on campus that can help the student be successful.

The CATS 1101 course is available in face to face and distance learning environments at EGSC Swainsboro, EGSC Statesboro and EGSC Augusta.

EGSC International Intercultural Studies Programs/Study Abroad

EGSC offers affordable educational programs abroad. EGSC students have an opportunity to take core courses, learn languages, and volunteer abroad. Students have a wide range of program options to suit their academic needs and cultural interests. Students can study abroad in rural tropical ecological regions like San Luis, Costa Rica or urban political metropolises like Quebec, Canada during the summer. Students can also study abroad in rich historical, cultural, and artistic centers such as Paris, France or Cortona, Italy during the spring.

Students that choose to participate in an International Intercultural Studies program gain a variety of skills including:

- A competitive edge for any resume, or graduate school application.
- Opportunity to see the world from an entirely new perspective and gain intercultural competencies.
- Develop new skills, independence, and the self-confidence needed to survive and succeed in the global marketplace.
- Put theory to practice in the real world.
- Acquire or improve foreign language skills.
- Improve communication skills (across language and cultural boundaries).
- Increase flexibility and adaptability (improve ability to cope with unexpected situations).
- Improve problem solving skills.
- Increase creativity and resource management skills.
- Acquire patience and empathy.

In Academic Year 2018-2019, the Office of the Director of Study Abroad provided support to a number of international activities for students. Approximately 75 students expressed interest in Study Abroad programs available at the College by attending information sessions, responding to informational emails, or contacting directly the Director of Study Abroad. These programs include USG Goes Global programs administered by the University System of Georgia, Study Abroad programs administered by EGSC, and educational programs administered by private companies. Of the students who expressed interest in Study Abroad, 6 students traveled abroad from EGSC, 3 to Italy on a General Education trip, and 3 to Costa Rica on a Biology Research trip. One additional student applied for a Gilman Scholarship through the U.S. Department of State, receiving extensive support through the application process.

EGSC Get to Graduation in Two Years (g2)2

In Fall 2013, EGSC's Complete College Committee approved a "15-to-Finish" program entitled "Get to Graduation in Two Years" or (G2)2. The (G2)2 program was developed to identify and support students who could potentially finish their academic program of study within two years. See [EGSC Get to Graduation in Two Years brochure](#).

"15 to Finish" programs, such as (G2)2, are successful in helping students remain focused on graduation and are particularly beneficial for institutions, such as EGSC, who serve a large population of first-generation students. As with any comprehensive graduation promotion program, (G2) has been designed to change the access college campus culture from a transfer focus to a completion focus. Key program's message is conveying the value of a degree and promoting various options for obtaining a degree.

In order to be eligible to be a (G2)2 graduate students must complete all graduation requirements within 6 consecutive semesters from the time of their first semester of enrollment. (Ex: Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Summer 2018). Students that complete their degree requirements within the two-year time frame will be awarded a medallion to wear during Commencement exercises.

EGSC Student Support Services

As documented in the below program descriptions, EGSC offers services and programs to support students in the areas that fosters student success and well-being.

EGSC Bobcat Bridge Program

The EGSC Bobcat Bridge Program was organized to ensure that students attending EGSC would not be adversely affected in their academic studies due to their inability to provide basic needs. EGSC has an established committee to ensure that student's needs are analyzed and provided for as we have resources available to do so. The College's mission is to bridge the gap between the student's current status is and enable them to reach their goals. Staff and faculty diligently work to provide a bridge to close the gap between academics and basic needs to assist our students for their next level in academics and life. This program is for all levels of students at all EGSC campuses, and includes but is not limited to traditional, non-traditional, dual-enrolled, and distance learners. Students are referred for assistance. A committee reviews the submitted request for assistance. The only contact with the student is through the designated official. Confidentiality for the student is important for the foundation of the program to remain strong.

EGSC offered services through this program to the follow numbers of students:

Fall 2018: 9
Spring 2019: 69
Fall 2019: 187

EGSC Bookstore

The EGSC Bookstore provide students the tools necessary for all EGSC students, regardless of modality. In addition, parents, alumni, EGSC Foundation members and the public can access the Bookstore online to purchase spirit wear and other products. The mission of the bookstore is dedicated to the enhancement of the education and personal development of students at all levels of education. The bookstore offers traditional bookstore items such as textbooks and school supplies, technology accessories, spirit wear, backpacks and other items carrying the EGSC logo. EGSC Bookstore personnel coordinate with EGSC faculty for textbook ordering and with others such as the Dual Enrollment Coordinator, to distribute books to off campus high school sites.

The services of the bookstore are a direct reflection of the College's educational mission; to be committed to providing student, both traditional and non-traditional, the tools necessary to be successful in the global 21st century.

EGSC Career Services

EGSC Career Services is managed by the EGSC Human Resources Department on the EGSC-Swainsboro campus. It is the mission of Career Services to provide services and opportunities to all EGSC students and alumni that foster career explorations and development. Partnerships with employers, faculty, staff, learning institutions, and the community will assist in creating and maintaining a learning environment that maximizes the opportunity for students and alumni to succeed.

Through cooperative academic agreements between EGSC and Georgia Southern University (GSU) and Augusta University (AU), students who attend the EGSC-Statesboro or EGSC-Augusta campuses have additional resources with career services that they may access on the campuses of GSU and AU.

For the 2018-2019 academic year, EGSC Career Services has continued to offer services, provide opportunities, and develop partnerships that will contribute to the success of our students. EGSC students are provided with internal employment opportunities each semester.

Thirty-six (36) students were placed in student employment positions Fall 2018, twenty-nine (29) Spring 2019, and forty-eight (48) Fall 2019. External job opportunities are shared with EGSC students and alumni. EGSC Career Services has hosted job fairs and workshops, developed a collaborative partnership with the EGSC CHOICE program to help prepare students for success, assisted students with building their professional skills through resume writing, job searches, dressing for success, mock interviews, and career exploration. Students have the capability of using the 24/7 online career services platforms Symplicity and Focus 2. Symplicity provides students with additional support in building professional skills and providing access to national employment opportunities. Focus 2 provides students with the ability to access their strengths and weaknesses in order help them determine their career path. Through a partnership, Academic Affairs assists students with their Focus 2 assessment.

EGSC Conflict Resolution Services

EGSC recognizes the benefit of resolving conflicts through alternative means designed to decrease the reliance on adversarial processes and resolve conflicts effectively and fairly at the lowest possible level. EGSC's Conflict Resolution Committee supports the above goals whereby its students may seek timely, equitable, and satisfactory resolutions to their conflicts in an efficient and cost-effective manner preferably at the first indication of a problem. EGSC encourages students to use the mediation process to solve conflict. Students whose conflicts are not resolved satisfactorily through the Conflict Resolution Policy may seek resolution using the complaint mechanisms appropriate for their conflict as set forth in the policies of EGSC and Board of Regents Policy. Conflict Resolution is an informal, structured, voluntary, and confidential process where the involved parties meet with trained mediators to work through the conflict at issue. The participants must both agree on the outcome of the process for the conflict to be resolved. The mediator guides and encourages each party through the process but does not make the final decision unless otherwise arranged to do so.

These services are available to all students enrolled at EGSC including but not limited to traditional, non-traditional, distance learners, and/or dual-enrolled students.

EGSC offered services through this program to the follow numbers of students:

Fall 2018:	7
Spring 2019:	17
Fall 2019:	6

EGSC Counseling and Disabilities Services

The EGSC Office of Counseling and Disability Services, a unit within Academic and Student Affairs, provides equal opportunity for all students. The Counseling and Disability Services licensed professionals and staff serve the EGSC-Swainsboro, EGSC-Statesboro, and EGSC-Augusta campuses, as well as off-campus instructional sites. There are permanent offices at the EGSC-Swainsboro and EGSC-Statesboro campuses.

The EGSC Office of Counseling and Disability Services staff is responsible for providing counseling services to students. Services are aimed at assisting students in achieving their academic goals and include personal, career and academic counseling. EGSC strives to provide early assistance and support to students under stress that have been identified as a "student of concern" by a friend, staff or faculty member. EGSC utilizes its Behavioral Recommendation Team, a multi-disciplinary team led by the EGSC Director of Counseling and Disabilities Services, to respond to students of concern. The team reviews students of concern, as defined in the EGSC Behavioral Recommendation Team Manual, to assess the student's immediate academic and social circumstances and provide individualized support services.

The Counseling and Disability Services Office staff are responsible for coordinating services for students with disabilities at EGSC. Accommodations and services provided comply with Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act, University System of

Georgia (USG) Board of Regents (BOR) Policy 4.1.5 Students With Disabilities and USG Academic and Student Affairs Handbook 3.3 Students With Learning Disorders. The EGSC Disabilities Services webpage describes the process a student must use to request accommodations and also provides information for faculty members management of accommodations in the classroom. Accommodations assist students in overcoming disabilities that could otherwise prevent them from academic and career success. Student disabilities may include dyslexia, carpal tunnel syndrome, brain injury, physical conditions, math disorders and other recognized disabilities that can have an impact on a student's reading, writing, concentration, and comprehension speed. Accommodations are academic adaptations that do not compromise academic standards or the mastery of essential course elements but provide disabled students an equal opportunity to succeed. Accommodations include equal access to facilities (e.g., moving a class from an inaccessible location to an accessible location) and academic accommodations. Academic accommodations include services such as extra time on tests, note takers, tape recording lectures, textbooks on CD, or Scan and Read technology. These services are designed to use the student's academic skills to overcome deficits created by their disability.

Through cooperative academic agreement with Georgia Southern University (GSU) and Augusta University (AU), students who attend the EGSC-Statesboro or EGSC-Augusta campuses have additional resources with counseling and disability services that they may access on the campuses of GSU and AU.

EGSC offered Counseling services through this program to the follow numbers of students:

Fall 2018:	44
Spring 2019:	41
Fall 2019:	58

EGSC offered Disability services through this program to the follow numbers of students:

Fall 2018:	63
Spring 2019:	44
Fall 2019:	60

EGSC Enrollment Management

The Enrollment Management unit includes the Offices of Admissions, Financial Aid, and the Registrar. The primary responsibility of this area is to provide comprehensive enrollment management services to students and the College including recruiting, processing applications, and the administration of financial aid and record keeping. The area disseminates information to students, faculty, and staff via mail and/or web-based presentations, e-brochures, campus email, and social media.

EGSC Office of Admissions

The EGSC Office of Admissions serves the College by recruiting, admitting, and enrolling diverse and academically excellent undergraduate student body. The Office of Academic Admissions recruits freshmen and transfer students to the College. The office processes admission decisions for all freshmen, transfers, and non-degree-seeking students. The office collects and processes application material and ensures documentation of entrance requirements as specified by the College and the University System of Georgia Board of Regents. The office assists and provides technical assistance and structural guidance for records management and provides training upon request for all personnel involved in admissions.

The Office of Admissions coordinates new-student orientations for undergraduates. Orientation is the first step in a series of programs and resource designed to assist students in transitioning to college and matriculating and preparing to have successful college experiences. These goals are accomplished by providing multiple sessions to teach students about academic

requirements, provide information about campus activities and traditions, and to offer information about campus resources to support academic success. The orientation experience is designed as the first of many efforts to promote student development, retention, progression, and graduation.

EGSC Office of Financial Aid

The EGSC Office of Financial Aid provides financial resource information to potential students, parents and the public. Primarily, the EGSC Office of Financial Aid manages and disburses student financial aid to admitted and qualified students at EGSC. The complexity of the federal student aid process, coupled with the large number of first-generation college applicants, require that the EGSC Office of Financial Aid staff provide individualized education and assistance to potential students. In doing so, the Office of Financial Aid supports the EGSC mission in its commitment to excellence in teaching and community service. Many EGSC students would not have access to higher education without adequate financial support. The office also provides financial aid counseling regarding financial aid decisions and resources, hosts financial aid presentations, participates in community outreach programs, provide direction in filing FAFSA applications and HOPE scholarship review requests to determine if Georgia's HOPE scholarship eligibility requirements are met, and provides special workshops during Financial Aid Awareness Month. The office also encourages students to investigate other scholarship opportunities or funding resources. The services provided by the office contribute to student success.

During the 2018-2019 Academic Year the financial aid office received 5,223 FAFSAs, of which 3063 were accepted for enrollment and awarded. Of those applications received 2,602 were selected for verification. The Financial Aid Office processed 1292 verifications for enrolled students.

Program	# Recipients	Total Paid	Average Per Recipient
<i>Unduplicated Recipients</i>	3063		
Pell Grant	2024	\$8,283,105.00	\$4,092.00
Direct Student Loans	1390	\$632,785.00	\$4,550.00
PLUS Parent Loan	168	\$584,618.00	\$3,479.00
Hope Scholarship	1086	\$1,796,390.00	\$1,654.00
Institutional Funds	259	\$414,965.00	\$1,602.00

EGSC Office of Registrar

The EGSC Office of the Registrar provides record services to all students who are either currently enrolled at one of EGSC's campuses or alumni of EGSC. The Office of the Registrar plays a strategic role in managing the academic coursework and ensuring the information is reflected accurately in students' academic history and securely protected. The Office of the Registrar is additionally responsible for providing students, staff, and faculty accurate information in the College's catalog, that provides information on course requirements, residency, admissions to the institution, tuition waivers, FERPA, and other general academic information. The services provided by the Office of the Registrar is a direct reflection of the College's educational mission; to be committed to providing student, both traditional and non-traditional, the tools necessary to be successful in the global 21st century. All Office of the Registrar forms can be accessed online or in-person at EGSC Swainsboro campus, EGSC Statesboro, or EGSC Augusta.

EGSC Food Services

EGSC Food Services are available on the Swainsboro Campus to ensure that students have access to nutritionally balanced meals. Students, faculty and staff have access to various dining options, including a dining hall, campus café and a coffee shop. Food services are available five days a week at various food service locations on campus. Resident students participate in a mandatory meal plan. Meal plans are also available for commuters and employees. See EGSC Food Services Usage Numbers AY 2018-19.

Students who attend the EGSC-Statesboro or EGSC-Augusta campuses have access to food services at Georgia Southern University (GSU) and Augusta University (AU) on a pay-per-use basis, as well as vending services. Students at the EGSC-Statesboro location may also purchase food items from the bookstore located at the EGSC Statesboro facility.

EGSC Health Services

Student success at EGSC is associated with positive student health and well-being. Students at the EGSC-Swainsboro campus have access to health services at the EGSC Student Health Clinic four days a week. Students may receive treatment for minor illnesses, medical testing, and preventive services. Students suffering from chronic health conditions may also receive limited treatment as well. Services are offered through partnership with a local medical care center and funded through student health fees. Health Services are provided by qualified staff, which includes a licensed Nurse Practitioner and Certified Medical Assistant.

Through cooperative academic agreements with Georgia Southern University (GSU) and Augusta University (AU), students who attend the EGSC-Statesboro or EGSC-Augusta external campuses pay GSU or AU student health fees which provide them have access to health services at GSU or AU.

EGSC offered services through this program to the follow numbers of students:

Fall 2018:	181
Spring 2019:	153
Fall 2019:	259

EGSC On-Campus Housing

EGSC provides on-campus housing for a maximum of 433 students each semester.

EGSC provide housing services to the follow numbers of students:

Fall 2018:	423
Spring 2019:	404
Fall 2019:	426

Students choosing on-campus housing have increased access to all available on-campus resources. The Office of Housing and Residence Life strives to create a safe living environment that promotes comprehensive learning and personal growth among residents.

Students have access to support staff that are highly qualified to offer support to students in various capacities. Support staff resources include eight administrative and support staff, as well as ten student resident life staff available 24 hours a day. Within the housing community, students have access to resources including the Residence Hall Association; an organization advocating for the interests and welfare of on-campus students providing opportunities for personal growth through leadership development and programming initiatives. On-site housing options are available to students on the Swainsboro campus only.

Students who attend EGSC-Statesboro and EGSC-Augusta campuses have access to identified housing resources in the community catering specifically to college students.

EGSC Technology Resources

EGSC is committed to providing the most advanced equipment, software, and internet capabilities available to students, faculty, and staff. The institution realizes the importance of equipping the college with the necessary technological resources to promote academic success. The main campus and the Augusta and Statesboro instructional sites have state-of-the-art equipment that is regularly updated on a consistent rotational basis. Each facility has wireless internet connectivity, computer labs with networking and printing capabilities, as well as technical equipment in classrooms to support academic activities. In addition to physical equipment, EGSC also utilizes several online platforms to provide access to various information and services. These platforms include: BannerWeb, D2L, CatMail, OneUSG, and many others that may be accessed through the MyEGSC server. The MyEGSC portal is the main source for accessing the student online platforms. The Information Technology staff communicate [technology access instructions](#) to students and provide the [Information Technology FAQ webpage](#) which contains an option to ask a question directly to IT staff by clicking on the "please contact us" link on the FAQ webpage. In addition, IT staff are available by telephone or in person for student questions and problems.

EGSC also believes that cybersecurity is paramount to protecting sensitive and confidential information. As a result, EGSC has recently implemented DUO authentication as an enhanced layer of security when logging into the available platforms. EGSC has highly trained Information Technology professionals located on all three campuses to routinely monitor the operation, compliance, and security of technological equipment and platforms. (See [Section 11.1](#) of this Compliance Certification)

EGSC offered Help Desk services to the follow numbers of students:

Fall 2018: 302
Spring 2019: 287
Fall 2019: 342

During the college's 2018 – 2019 academic year, various technology resources experienced significant utilization. Shown below is utilization data for the college's key technology resources for the 2018 – 2019 academic year.

myEGSC web portal: 1,149,735 user logins with 1,510,417 pages viewed within the portal

myEGSC mobile app: 748,035 user logins; 4,810 downloads of the mobile app

BannerWeb: 10,368 user logins

Microsoft Office365 email: 410,052 user logins

Microsoft OneDrive: 592,731 files

Georgia View D2L Brightspace: 1,135,708 user logins

Duo Two Factor Authentication service: 7,300 authentications/logins (from service go-live date of March 27, 2019 through June 30, 2019)

EGSC Student Conduct and Academic Integrity

The [EGSC Office of Student Conduct](#) provides a developmental approach to educating students about their rights and responsibilities and addressing violations of the EGSC Student Code of Conduct. The EGSC Student Conduct Office also enforces academic integrity violations. All

conduct procedures are conducted in full compliance with Board of Regents policies, assuring due process is afforded. A centralized conduct process for all conduct matters whether academic or behavioral, including all conduct violations involving student organizations, is used. When the EGSC Title IX Coordinator has a conflict or is unavailable, the EGSC Student Conduct Office adjudicates sexual misconduct violations upon the conclusion of an independent Title IX investigation and referral.

EGSC Title IX Services

The safety of students, faculty and staff is a top priority at EGSC, and we are committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect. Title IX of the Education Amendments of 1972 is a broad federal law prohibiting gender-based discrimination in educational institutions receiving federal funds. It prohibits gender-based discrimination in all college programs and activities, including admissions, athletics, employment, housing, financial aid, recruitment, clubs, and organizations. EGSC ensures that every member of the EGSC community has the opportunity and is informed of their obligation to stay informed about Title IX in order to recognize and take steps to prevent discrimination, harassment, and sexual misconduct, as well as to respond effectively if such behavior does occur. Furthermore, Title IX protection from discrimination extends to faculty, staff, and students. It includes areas of dating violence, domestic violence, sexual exploitation, sexual harassment, stalking, and nonconsensual sexual contact. It also prohibits retaliation against anyone who makes or participates in a complaint. [EGSC's Title IX webpage](#) provides information, policy resources and educational events concerning Title IX. The unit is headed by the Coordinator of Title IX, Equity and Inclusion who manages a team of trained Title IX investigators. The Coordinator is responsible for the managing the training of the Title IX investigators and panelists and for the college's Title IX education and awareness events. The Coordinator chairs the [EGSC Title IX Implementation and Oversight Committee](#), charged with monitoring the college's Title IX compliance. The committee is a multi-disciplinary group that reviews Title IX statistics to identify problem areas, devise solutions to change negative trends, and recommend policy and procedure changes, education and awareness and other solutions.

Students who attend EGSC-Statesboro and EGSC-Augusta campuses have access to additional Title IX resources that they may access on the campuses of Georgia Southern University (GSU) and Augusta University (AU) through the MOUs.

EGSC Transportation

EGSC provides all students with transportation throughout the academic semester at the EGSC-Swainsboro and EGSC-Statesboro campuses.

On the EGSC-Swainsboro campus, the [Bobcat Express Shuttle](#), a weekend bus shuttle service, is provided for all students, and is not limited to traditional, non-traditional, distance learners, and dual enrollment. The bus shuttle transports students from campus to the center of downtown Swainsboro, Georgia. This transportation services provides purposeful opportunities that enhance the student's academic experience(s) and foster personal growth in an environment through cultural and community connections.

Students who attend the EGSC-Statesboro campus may use the bus shuttle service between the EGSC-Statesboro campus and Georgia Southern University (GSU). This service is included in the student mandatory fees each semester. Hours vary depending upon demand and are posted at the EGSC-Statesboro Academic Facility.

EGSC offered services in Statesboro through this program to the follow numbers of students:

Fall 2018:	10,771
Spring 2019:	9,972
Fall 2019:	9,184

EGSC offered services in Swainsboro through this program to the follow numbers of students:

Fall 2018: 709
Spring 2019: 1,213
Fall 2019: 1,239

EGSC Student Support Activities

EGSC offers student activities to support students in the areas that fosters student success and well-being. The student support activities are coordinated and facilitated by the Office of Student Life and other partnering departments such as, but is not limited to, Office of Event Planning.

EGSC Student Life

The mission of the EGSC Office of Student Life is to engage students, provide purposeful opportunities that enhance the academic experience, and foster personal growth in an environment that demonstrates the College's mission and vision. Programs include the following: clubs and organizations, club sports, culture and literacy engagement, intramural sports, and leadership development programs.

The Office of Student Life also works with students to facilitate the process for recognizing student organizations. Student organizations are independent associations of EGSC students. Student organizations must register with the Office of Student Life each academic year. Student organizations include academic, honorary, service, professional, sports clubs, institutional, and special interest groups. Recognition is granted to organizations with at least five interested students, a designed faculty or staff advisor, and a constitution with languages that does not unlawfully discriminate regarding membership. All clubs and organizations are available to all EGSC students, including but not limited to, traditional, non-traditional, distance learners, and dual enrollment students. EGSC recognized nearly 27 clubs and organizations. Each club and organization foster a broader intellectual and cultural enrichment to ensure the College is providing a consistent level of educational and personal development experience(s) for EGSC students. All details of Student Life and Engagement are within the Student Handbook.

Through cooperative academic agreements with Georgia Southern University (GSU) and Augusta University (AU), students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources, activities, and clubs and organizations that they may access on the campuses of GSU and AU.

EGSC offered the number of student events below:

Fall 2018: 35
Spring 2019: 27
Fall 2019: 34

Current student clubs and organizations (27) are:

- Ambassadors
- AAMI
- AAU
- Art Mania
- Beta
- BCM
- Bobcat Spirit
- Book Club
- Chess Club
- Circle K

- Creative Writing
- Criminal Justice
- Democratic
- Earth Club
- Geeks and Gamers
- Hoopee Bird
- International Club
- Phi Beta Lambda
- Phi Theta Kappa
- Pre-Med Club
- Republican
- Residence Hall Association
- Rhythm Nation Dance Team
- Robert Feline Play Makers
- SGA
- STEMM
- Unity Club
- V.E.T.S. Club

EGSC Ambassadors

The EGSC Student Ambassadors promote collegiate pride in EGSC and help facilitate awareness of campus programs and services. As a "Face of the College," they represent EGSC at a variety of events such as career days, recruiting activities, alumni functions, special visitation days, campus tours, high school student activities, seminars, and receptions.

EGSC Hoopee Bird Newspaper

First published on January 28, 1974, The EGSC Hoopee Bird is the voice of the students of EGSC. This free monthly newspaper features news, sports, entertainment, editorials, calendars, and more from each campus in Swainsboro, Statesboro, and Augusta. The student publication allows for a broader intellectual and cultural enrichment to ensure the College is providing a consistent level of educational and personal development experience(s) for EGSC students. The Hoopee Bird is available in print and electronic formats. All Hoopee Bird publications are available for all students including but not limited to traditional, non-traditional, dual enrollment, and distance learning students via the EGSC website.

Students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of Georgia Southern University (GSU), and Augusta University (AU).

Usage for *Hoopee Bird* AY 2018-2019

Steve Lavender, Associate Professor of English at the Swainsboro campus, serves as Advisor/Editor. Students in his COMM (Print Media) classes are required to write and submit articles. For any student not in COMM classes, but who wishes to submit articles, there are scholarships available, with the following guidelines:

Student must be full-time in good academic standing the entire semester. Student must write at least two articles in each publication in order to receive payment full scholarship. It is the responsibility of the *Hoopee Bird* Advisor and Director of Student Life to monitor the student's participation.

Student must write articles, conduct interviews, or contribute to the paper. Submissions need to be completed by the required due date and must meet specified expectations for quality. Scholarship will be paid to active *Hoopee Bird* Writers at the end of the current semester.

Scholarships are paid from the *Hoopee Bird* budget in the amount recommended by the *Hoopee Bird* Advisor and Director of Student Life and must be approved by the Vice President for Academic and Student Affairs.

Recommended Spring 2019 Scholarships. (Based on current budget.)

1. Completion of two or more articles: \$200
2. Completion of one article: \$100

*Completion consists of researching topic, interviews, writing articles, editing, and

The *Hoopee Bird* is published regularly; at each printing, 500 copies are published. *Hoopee Bird* is displayed in news racks placed in various locations and is also posted online on the Student Activities page. Another issue was published in November. The next issue will be published later this month.

EGSC Student Government Association

The Student Government Association (SGA) is the campus organization governing student activities and representing the students in college affairs. SGA members are elected by the student body. The EGSC Student Government Association acts as the voice of the student body, and student issues and concerns are brought to the attention of the SGA membership. SGA provides a means of expressing students' needs and ideas, in order to encourage self-respect, self-esteem, and individual responsibility. SGA strives to have a closer understanding between the student body and the administration and faculty of EGSC.

EGSC Student Leadership Program

The EGSC Student Leadership Program at EGSC is a collaboration between EGSC and the University of Georgia Cooperative Extension Service to provide an opportunity for all EGSC students to further develop the skills and leadership qualities needed to become effective campus and community leaders. The program is available to all full-time students who attend any of EGSC's three locations and who are in good academic standing. Applicants must compose an essay describing how they would benefit from this student leadership program and go through an interview process.

EGSC offered this program to the follow numbers of students:

Fall 2018:	49
Spring 2019:	28
Fall 2019:	21

EGSC Wiregrass Literary and Arts Journal

Wiregrass is an annual literary and arts journal of EGSC featuring our talented students, faculty and staff. This student lead college initiative brings intellectual and cultural enrichment to the student body and creates a broadened EGSC experience for students. The publication allows for students to expound in creative writing, reporting, business, and design. The Wiregrass is available in print and electronic print.

Students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of Georgia Southern University (GSU), and Augusta University (AU).

Students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of Georgia Southern University (GSU), and Augusta University (AU).

Wiregrass is published each April. 1,000 copies of the journal are published annually. Copies are sent to the Swainsboro campus and then distributed via intercampus mail to Statesboro and Augusta. They are placed at various locations on each campus.

Wiregrass gives Communication Arts students experience in judging and editing and affords other students the opportunity to see their work in print. Generally, the works of 35-40 individuals appear in the final version of *Wiregrass*. In addition to the print version, an online version is posted on the Student Life page.

Mr. And Miss. EGSC Pageant

At EGSC, all students have an opportunity to participate in the EGSC Pageant regardless of location attended. The pageant is open to male and female students, provides students a friendly competition opportunity and fosters community engagement. Participation in the pageant contributes to the students' holistic education and personal growth. The components of the EGSC pageant include musical, theatrical, and dance performances. The pageant provides an opportunity for the audience to deepen and broaden their intellect, cultural enrichment, and community experience(s).

EGSC Intramural Sports

The EGSC Intramural Sports Program supports the mission of the Office of Student Life by offering quality comprehensive programs and activities to the students, faculty, and staff of EGSC. The Intramural Program strives to promote healthy, active lifestyles while also teaching decision-making, problem solving, conflict management, communication, and social skills. The strength of this program is entirely dependent on student participation and leadership. While the Coordinator of Student Life serves as a facilitator of the program and a liaison between the students and staff of EGSC, the primary responsibility of making the Intramural Sports Program successful lies in the hands of the students who choose to participate.

The primary Intramural sports at EGSC are Flag Football, Sand Court Volleyball, Basketball, and Dodgeball; other sports may be added as interest dictates. The Intramural Department (Office of Student Life) is responsible for scheduling games and reserving facilities, and each game is officiated by trained student officials.

Through cooperative academic arrangement with Georgia Southern University and Augusta University, students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of GSU and AU.

EGSC Recreation and Game Room

At EGSC, all students have an opportunity to interact not only in the classroom, but also outside of any instructional environment. EGSC provides outreach and opportunities for student to get connected with each other. This contributes to the student's holistic education and personal growth at all levels of education at EGSC. In the EGSC Recreation and Game Room, located in the Jean Anderson Morgan Student Activities Center, students may participate in various activities such as, but not limited to, board games, sports and outdoors, and video games.

Through cooperative academic agreement with Georgia Southern University (GSU) and Augusta University (AU), Students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of GSU and AU.

EGSC Physical Education Fitness Complex

The EGSC Physical Education Complex contains the Fitness Center, a gymnasium, two lane jogging track, classrooms and art lab. The center is managed by the Director of Athletics. Any

EGSC student may use the Fitness Center, with over 1,000 students at the home campus of East Georgia State College in Swainsboro, Georgia having access to the facility, along with 12 community individuals using the facility on a monthly regular basis. Statesboro and Augusta students use the facility after hours or on breaks and weekends. The Fitness Center is used for class purposes, along with the college's 4 sports teams using the facility for regular conditioning.

Through the center, students can utilize state of the art exercise equipment including strength training, free weights, and cardiovascular equipment. Fitness assessments and evaluations are available upon request. The complex also allows for additional casual recreation and relaxation pursuits on the part of the student body population as a whole. There is no charge for use of these facilities for students, faculty or staff. Students must present current Student Id Card to take advantage of these services. Community individuals who use the facility are charged a monthly flat rate for usage of the facility.

Students also have access to an 18-hole Disc Golf Course, which holds regular classroom hours playing disc golf. Many community individuals use the Disc Golf Course on weekends and afternoons as part of their recreation activities. The 18-hole Disc Golf Course has hosted the Georgia Collegiate Disc Golf Championship on the grounds at East Georgia State College in Swainsboro, Georgia. 6 teams participated in the event, which are the likes of University of Georgia, Georgia Tech, Georgia Southern, Augusta University, Georgia College, Kennesaw State. The event has been hosted by EGSC on 10 occasions.

The tennis courts at East Georgia State College host practices and matches from 3 of the local middle and high school teams with regional and state competitions taking place on the courts at East Georgia State College. On any given day there are over 100 participants using the courts at EGSC for recreation, class, or local sports teams' practices and matches.

The basketball courts at East Georgia State College host 2 two collegiate basketball sports teams that participate in the NJCAA/GCAA. The Courts also service as open gym for the student body to spend 8 hours of recreation time each day shooting and playing pickup games. There are over 200 students per day on average visiting and using the basketball courts at EGSC. The courts also service as host for regional and state playoff games for local high school teams, along with hosting several camps in the summer.

The outside basketball courts at East Georgia State College serve as recreation time for many of our dorm students during the afternoon with pickup games and shoot arounds. Beside the basketball courts is a sand volleyball court which host several pickup games as well for our local dorm students and community.

A beautiful 5K and 10K cross country course host several local high school meets each year, which range from participants ranging from 100 to 250 participants, from over 8 state middle and high schools.

EGSC First Friday at the Morgan House

The Morgan House, already a beloved landmark in Swainsboro, is now part of the EGSC family. Through a generous gift from the Morgan family to the EGSC Foundation, EGSC is proudly expanding its roots into the community. Repurposed, The Morgan House will provide unique, multi-functional spaces for use by our community, students, faculty, staff and visitors of the College to bring intellectual and cultural enrichment to the community, staff, faculty, and student body that creates a broadened EGSC experience for all.

On the first Friday of each month, excluding January and May, EGSC hosts First Friday at The Morgan House, a celebration of campus and community that brings together students, faculty and staff with the community EGSC. This event serves for fun, food, music and art. Art shows are curated by art faculty members and feature everything from 2D to 3D student work,

paintings, photography, jewelry, boomerangs, and more. In addition, musicians, known as the EGSC Music Makers, play and welcome any and all musicians of any skill level to join in the performance through singing and instrument play.

Each month, a different EGSC department or group volunteers to provide refreshments and establishes a theme for the events. First Friday is coordinated by the Office of Event Planning. First Friday attendance averages 34; campus and community groups also use the facility. See EGSC Morgan House Usage Numbers AY 2018-19.

EGSC Vision Series

The EGSC Vision Series is a college initiative that brings intellectual and cultural enrichment programs to the college and its broader constituency. Since its inception, the Vision Series has brought to our community outstanding authors, newsmakers, musical performances, dance companies, and theatrical productions. Through sponsored field trips, students and community members have had numerous opportunities to attend exhibitions and dramatic productions in Georgia and neighboring states. The Vision Series has deepened and broadened the EGSC experience for students and enhanced their aspirations. Additionally, faculty, staff, and community members have benefited from these events. All Vision Series events are free and available for all students including, but not limited to, traditional, non-traditional, dual enrollment, distance learning students via internet and EGSC website. See EGSC Vision Series Usage Number AY 2018-19.

Students attending the EGSC-Statesboro and EGSC-Augusta campuses have additional resources and activities that they may access on the campuses of GSU and AU.

Faculty Academic Support Services

Center for Excellence in Teaching and Learning

The EGSC Center for Excellence in Teaching and Learning (CETL) focuses on the nature and efficacy of liberal education, the changing academy, the nature and value of educational initiatives, and the unique nature and culture of EGSC. CETL programs emphasize the development and expertise of EGSC faculty.

The CETL serves experienced and new faculty looking to share and receive support in implementing best teaching practices, effective course designs, and strategies for inspiring and engaging today's students. Faculty will have opportunities to engage in conversations addressing teaching and learning trends meeting the needs of twenty-first century students. Even as the CETL assists faculty with navigating the latest topography of the rapidly shifting pedagogy of higher education. The center also facilitates linking student learning communities and faculty learning communities. In its mission to enhance professional development related to teaching, the CETL amplifies the communication of the institution's teaching initiatives, while supporting faculty in the development and maintenance of their highest teaching standards.

EGSC CONTINUALLY REVIEWS AND IMPROVES ITS ACADEMIC AND STUDENT SUPPORT PROGRAMS, SERVICES AND ACTIVITIES

EGSC surveys students to determine needed areas of improvement in addition to its processes for ongoing assessment of support services.

The EGSC Student Satisfaction Survey is administered each Spring and Fall.

(See, also, Section 7.3 and 8.2.c of this Compliance Certification)













**APPROPRIATE ACADEMIC AND STUDENT SUPPORT SERVICES ARE AVAILABLE TO
EGSC STUDENTS AT ITS INSTRUCTIONAL SITES,
ONLINE AND DUALY ENROLLED**







































EGSC academic and student support services are available to all students regardless of location and mode of instruction. In addition to services offered by EGSC, through cooperative academic agreement with Georgia Southern University (GSU), EGSC Statesboro students, through payment of GSU student fees, may access GSU student academic and other support services such as tutoring, technology support, library access, computer lab usage, GSU bookstore, emergency counseling, Military Resource Center access and student activities. EGSC Statesboro consists of a standalone facility housing administrative staff, faculty and 12 classrooms. EGSC Statesboro's Academic Center for Excellence provides tutoring, testing and advising services. EGSC Statesboro students attend classes at the EGSC Statesboro facility and on the GSU campus. This arrangement facilitates EGSC Statesboro student assimilation in to the GSU student population and broadens support services to EGSC students. In addition to services offered by EGSC, through cooperative academic agreement with Augusta University (AU), EGSC Augusta students, through payment of AU student fees, may access AU student academic and support services: technology support, library access, computer lab access, emergency counseling, Military Resource Center services and student activities. EGSC Augusta's Academic Center for Excellence provides tutoring, testing and advising services. EGSC Augusta is located on the Augusta University campus. This arrangement facilitates the seamless provision of student support services to EGSC Augusta students. Online students and dually enrolled students may access and participate in academic and student support services. As mentioned herein, many services are available on-line (library, technology support, tutoring) and when it is necessary for an on-line student or off campus student to have face to face meeting, video chat or video conferencing is available. When on-line students are required to test on campus and cannot do so, alternate USG test proctoring sites are available. All students are informed of the academic and student support services available to them at Orientation and in the CATS course, a mandatory first year experience course.




CONCLUSION

EGSC provides a broad range of academic and student supports programs, services and activities designed to meet the needs of EGSC's unique student body. These programs, services and activities are consistent with EGSC's mission as an access institution and available to all students regardless of location or mode of instruction.

Sources

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-  Americans with Disabilities Act 1990 Amended
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-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 81)
-  EGSC AU MOU 10-4-2017
-  EGSC Academic Advising Plan
-  EGSC Academic Advising Webpage
-  EGSC Academic Center for Excellence (ACE) Webpage
-  EGSC African American Male Initiative (AAMI) Webpage
-  EGSC Behavioral Recommendation Team
-  EGSC Bobcat Bridge
-  EGSC Bobcat_Express_Bus_100918

-  EGSC Bookstore Webpage
-  EGSC CHOICE Program for Inclusive Learning Webpage
-  EGSC Career Services Webpage
-  EGSC Center for Excellence in Teaching and Learning
-  EGSC College Credit for Military Education Policy
-  EGSC Conflict Resolution Committee
-  EGSC Conflict Resolution Policy
-  EGSC Counseling Services Webpage
-  EGSC Counseling and Disability Services Webpage
-  EGSC Dining Services Usage AY 2018-2019
-  EGSC Disability Services
-  EGSC Fact Book 2020 (Page 35)
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 25)
-  EGSC Faculty Office Hours Example Fall 2019
-  EGSC Food Services
-  EGSC GSU MOU 03-19-2019
-  EGSC Get To Graduation in Two Years Webpage
-  EGSC Get to Graduation in Two Years Brochure
-  EGSC Health Services Webpage
-  EGSC Hoopee Bird November 2019
-  EGSC Housing Webpage
-  EGSC Information Technology Account Access
-  EGSC Information Technology FAQ
-  EGSC Intramural Sports
-  EGSC Learning Commons Webpage
-  EGSC Library Webpage
-  EGSC Military Resource Center
-  EGSC Mission Statement Webpage
-  EGSC Morgan House Usage AY 2018-29
-  EGSC Mr and Miss East Georgia State College
-  EGSC Office of Admissions
-  EGSC Office of Financial Aid
-  EGSC Office of Student Conduct
-  EGSC Office of Title IX Webpage
-  EGSC PE Building Floor Plan
-  EGSC Physical Education and Athletics Facilities
-  EGSC ProctorU Webpage
-  EGSC Recreation and Game Room

-  EGSC Registrar's Office Webpage
-  EGSC Student Ambassadors
-  EGSC Student Government Association (SGA)
-  EGSC Student Leadership Program
-  EGSC Student Life Webpage
-  EGSC Study Abroad Program
-  EGSC Title IX Implementation and Oversight Committee
-  EGSC Vision Series
-  EGSC Vision Series Usage Numbers AY 2018-29
-  EGSC Wiregrass Literary and Arts Journal 2019
-  EGSC eCore Webpage
-  First Friday at the Morgan House December 2019
-  Section 504 Rehabilitation Act
-  The Morgan House of East Georgia State College
-  USG Board of Regents Policy Manual 4.1.5 Students With Disabilities

12.2

Student Support Services Staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) employs an adequate number of qualified staff in academic and student support services who have appropriate experience and education to provide effective services meeting the needs and goals of the students and accomplishing the mission of the college.

EGSC'S MISSION

EGSC is a member institution of the University System of Georgia (USG). The function and mission of each USG institution is determined by the Board of Regents (BOR) of the USG. (See [BOR Policy 2.8.](#)) EGSC, as provided by BOR policy, is an "Associate Dominant-Select Bachelor's State College." That sector of the USG is characterized as follows:

Associate Dominant-Select Bachelor's State Colleges
Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor's degree programs. The select bachelor's programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

(See [BOR Policy 2.8](#))

EGSC's mission is consistent with the above policy:

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

(See [EGSC webpage, President's Office, Mission/Vision/Accreditation/Strategic Planning](#))

As demonstrated above, EGSC's mission is to provide access to higher education by providing associate degrees and targeted bachelor's degrees meeting the needs of the region it serves.

EGSC’S DIVISION OF ACADEMIC AND STUDENT AFFAIRS PROVIDES THE ACADEMIC AND STUDENT SUPPORT SERVICES NEEDED TO ACCOMPLISH MISSION

The Division of Academic and Student Affairs has the primary responsibility for providing academic and student support services necessary to enable EGSC to carry out the above mission. The mission of the Division of Academic and Student Affairs is to create transformative and inclusive opportunities for all students through co-curricular experiences, exceptional services, and welcoming environments. The Division facilitates intellectual, spiritual, social, career, and cultural development through campus collaborations that promote competence, integrity, and compassion. The Division is led by the Vice President for Academic and Student Affairs and incorporates various units led by qualified staff that oversee academic and student support services/programs in the areas of the Learning Commons, Enrollment Management, Student Life, Counseling, Student Conduct, Housing, First Year Experience and other student services. The [EGSC Academic Affairs Organizational Chart](#) and the [EGSC Student Affairs Organizational Chart](#) provide the breadth and scope of the responsibilities of the academic and student affairs staff.

ACADEMIC AND STUDENT AFFAIRS PERSONNEL HAVE APPROPRIATE EDUCATION AND EXPERIENCE TO ACCOMPLISH THE MISSION

The leadership team consists of a Vice President, Associate Vice President for Academic Affairs, Associate Vice President for Enrollment Management, Dean of the School of Humanities and Social Sciences, Dean of the School of Mathematics and Sciences, Library Director, Director of the Learning Commons, Director of Academic Student Services, Director of eLearning, Director of the Center for Teaching and Learning, Director of African-American Male Initiative, Coordinator of Dual Enrollment, Director of Housing, Director of First Year Experience, Director of Student Conduct, Director of Student Life, Director of CHOICE, and Director of Counseling and Disability Services that manages the day to day operations of the Division and provides a strategic direction for each of the departments within the Division. All members of the leadership team possess advanced degrees with six members possessing terminal degrees. The organization charts provided delineate the reporting structure of the Division.

(See [EGSC Academic Affairs Organizational Chart](#))

(See [EGSC Student Affairs Organizational Chart](#))

The heads of each unit within the Division of Academic and Student Affairs each hold the appropriate qualifications and experience to provide the services necessary to accomplish the unit's mission. (see link to job descriptions for each):

**Unit Heads in EGSC Division of Academic and Student Affairs
(A) Swainsboro Campus, (S) Statesboro Campus, and (A) Augusta Campus**

Position	Name	Education	Experience
Vice President for Academic and Student Affairs <u>Position Description</u>	(A) Dr. Sandra Sharman	Doctor of Philosophy in Reading Education, University of Georgia Master of Education in Reading Education, East Tennessee State University Master of Art in Elementary Education,	31 years of education experience. 28 years of higher education experience. Less than one year in current role as Interim VPAASA; 25 years as Associate Professor, 6 years a Director of EGSC-Statesboro Campus, 4 years a Instructor at University of Georgia, one

		East Tennessee State University Bachelor of Science in Home Economics and Merchandising, University of Mississippi	year as Instructor at Walters State Community College, one year as Instructor at East Tennessee State University.
<u>Associate Vice President for Enrollment Management Position Description</u>	(A) Ms. Karen Jones	Master of Arts in Organizational Management, Ashford University Bachelor of Science in Psychology, Troy University	10 years of experience in higher education all at EGSC. 5 years in current role; 8 years as Director of Financial Aid, 3 years as Director of Admissions at EGSC. Technical college experience as well as, 14 years of adjunct instructing. 23 years of higher education experience.
<u>Associate Vice President for Academic Affairs Position Description</u>	(A) Mr. James Beall	Master of Education in School Psychology, Georgia Southern University Bachelor of Science in Business Administration, Georgia Southern University	Over 20 years of higher education experience. Served for 6+ years as Campus Director of two different external campuses. Supervised all logistical matters pertaining to off-campus courses, including scheduling, textbooks, instructional supplies, resource materials, classroom access and facilities and recruiting of new students. Has 4 years of experience in a Vice President position supervising admission, financial aid, student affairs, and external programs/campuses. While serving EGSC since 2015, Mr. Beall has held the position of Assistant Professor of Education, the Discipline Coordinator for the Early Childhood program since 2017, and Coordinator of Social Sciences and Humanities since 2018 before being promoted to Associate Vice President of Academic Affairs fall 2019.
<u>Library Director Position Description</u>	(A) Ms. Elizabeth Jones	Master of Library and Information Studies in Florida State University	7 years as a Professional Librarian; 5 years as an Adjunct Instructor; 2 years

		Bachelor of Art in Major Film/Video; Minor: History, Georgia State University	as a Library Graduate Assistant
<u>Director of the Learning Commons Position Description</u>	(A) Ms. Karen Townsend Murphree	<p>Master of Arts in Student Personnel Administration, Northwestern State University, Natchitoches, LA.</p> <p>Bachelor of Arts in English; Minor: Communications, Centenary College of Louisiana, Shreveport, LA.</p>	24 years of experience in higher education, including 14 years of experience teaching on the collegiate level. Nearly 7 years of experience at EGSC. Experience includes time working for 4 state institutions as well as 2 private colleges. Areas of knowledge include Student Activities, Residence Life, Career Services, Academic Advising and instructing FYE and Career Exploration seminars. Other experience includes fundraising and event planning in the non-profit sector.
<u>Assistant Director of Learning Commons Military Resource Center and Athletic Advisement Position Description</u>	(A) Denise Daniels	Bachelor’s Management and Communication, Concordia University	5 years higher education experience; all at EGSC. 1.5 years in Admissions, 2 years as Assistant Registrar and 1.5 years in current role as Assistant Director of Learning Commons for Military Resource Center and Athletic Advisement.
<u>Director of Academic Support Services (EGSC-Augusta) Position Description</u>	(A) Dr. Deborah Kittrell-Mikell	<p>Doctor of Education in Educational Leadership, Georgia Southern University</p> <p>Specialist of Education in Counselor Education, Georgia Southern University</p> <p>Master of Education in Adult and Vocational Education, Georgia Southern University</p> <p>Mast of Education in Higher Education Student Services, Georgia Southern University</p>	29 years of experience in education (P-12 and Higher Education). 25 year in higher education. 2 years in current role as the Director of Academic Support Services, 5 years as the Director of Academic Advisement at EGSC, 7 years as Director of the African American Male Initiative Program at EGSC, 6 years as Coordinator of Student Services Center at Georgia Southern University, 2 years as an Academic Advisor at Georgia Southern University,

		Bachelor of Science in Education, Georgia Southern University	
<u>Director of Housing Position Description</u>	(A) Ms. Angela Storck	<p>Master of Education in Higher Education Administration, Kent State University.</p> <p>Bachelor of Science in Business Administration, Kent State University</p>	2 years of experience as Director of Housing at East Georgia State College; 5 years of experience as Assistant Director of Residence Life at Armstrong State University; 2 years of experience as an academic advisor at Armstrong State University; 4 years of experience as a Residence Director at the Savannah College of Art and Design
<u>Director of Student Conduct Position Description</u>	(A) Ms. Sherrie Helms	<p>Master of Science in Mental Health Counseling, Fort Valley State College.</p> <p>Bachelor of Arts in Social Work, LaGrange College</p>	<p>25 years of experience in higher education.</p> <p>7 years of experience at East Georgia State College,</p> <p>10 years of experience as Dean of Students at Brewton-Parker College,</p> <p>8 year of experience has Director of Counseling at Brewton Parker College,</p> <p>2 years of experience teaching Freshman Seminar Courses at Brewton Parker College</p> <p>2 years of experience teaching Psychology courses at Brewton Parker College.</p>
<u>Director of CHOICE Inclusion Program Position Description</u>	(A) Ms. Theresa Davis	<p>Associate of Arts, East Georgia State College;</p> <p>Bachelor of Science in Therapeutic Recreation and Special Education Certification, Georgia Southern University;</p> <p>Master of Science and Education Specialist, Nova Southeastern University</p>	5 years as CHOICE Director at EGSC; 12 years teaching experience in career and technical education instruction for special education at Swainsboro High School; 12 years teaching experience Swainsboro High School special education; 4 year's experience as mental health support services at Georgia Department of Corrections; 3 year's experience instructing medical treatment for physically disabled

			students Baldwin County High School.
<u>Director of Counseling and Disability Services</u> <u>Position Description</u>	(A) Ms. Lori Burns	Master of Education in Community Counseling, Georgia Southern University. Bachelor of Science, Sociology Georgia Southern University.	21 years of service as a Licensed Professional Counselor, 1 year of service at EGSC. Currently, serves as a Georgia APEX Provider. Served for 14 years as a Social Services Provider I Supervisor, 2 years of experience as a Social Service Provider I, 1 years as a Family Service Coordinator.
<u>Dean of Humanities and Social Sciences</u> <u>Position Description</u>	(A) Dr. Carlos Cunha	Doctor of Philosophy in Political Science (Latin American Studies), University of Massachusetts-Amherst Master of Arts in International Relations, University of Connecticut-Storrs Bachelor of Arts in French, University of Massachusetts-Amherst.	Recently hired at EGSC as of 2/1/2019. Has 23 years (1992-2016) of varied administrative duties at Dowling College as Department Chair, Division of Social Sciences Chair, Executive Faculty Chair, and Chair and member of many other administrative committees culminating in my highest position as the Academic Chair of the School of Arts and Sciences (overseeing three Divisions: Social Sciences, Arts and Humanities, Math and Natural Sciences).
<u>Dean of Mathematics and Natural Sciences</u> <u>Position Description</u>	(A) Dr. Jimmy Wedincamp	Doctor of Philosophy in Entomology, Louisiana State University Master of Science in Biology, Georgia Southern University Bachelor of Science in Biology, Georgia Southern University Associate of Arts in Biology, East Georgia College	20 years in higher education, at EGSC. 3 years as Dean School of Mathematics and Natural Science; 4 years' experience as Chair of Department of Biology; 13 years as Professor of Biology; 7 years as Adjunct Instructor at Technical College; 1 year as Laboratory Manager, Manager, Master Consultant, and Staff Entomologist for United States Army.
<u>Director of eLearning</u> <u>Position Description</u>	(A) Ms. Terri Brown	Master of Science in Information Systems Management, Hodges University	18 years of higher education experience. Less than one year in current role as Associate Dean of eLearning, 3 years as Director of Distance

		<p>Bachelor of Science in Information Systems Management</p>	<p>Learning at Abraham Baldwin Agriculture College, 3 years as Information Systems Coordinator at Georgia Southern University, 6 years as WebCT and Blackboard Administrator at Middle Georgia College, 4 years as Blackboard Administrator and Webmaster at Hodges University and Brewton Parker College and one year as a Teaching Assistant at Southeastern Technical College.</p>
<p><u>Director of Center for Excellence in Teaching and Learning Position Description</u></p>	<p>(A) D Ren Denton</p>	<p>Doctor of Philosophy in Literary and Cultural Studies, University of Memphis, Master of Arts in Textual Studies, University of Memphis, Graduate Certificate in African American Literature, University of Memphis, Bachelor of Arts in English, University of Tennessee (Martin), Department of English.</p>	<p>14 years of experience of teaching in the higher education environment—online and face-to-face. 6 years of experience at EGSC. Dr. Denton has received instructional training for teaching online (2009). Additionally, she has 10 years of experience of online teaching. Dr. Denton specializes in teaching English Composition I, English Composition II, World Literature II, American Literature, and African American Literature. Additionally, she served as the director of the CETL for 5 months while continuing to hold my faculty rank and teaching in the classroom.</p>
<p><u>Director of African American Male Initiative, Assistant Professor of Mathematics Position Description</u></p>	<p>(A) Mr. Antre' Drummer</p>	<p>Master of Mathematics, Georgia Southern University Bachelor of Science, Mathematics and Psychology, Georgia Southern University</p>	<p>9 years of experience in Higher education. 7 years of experience at EGSC as a full-time professor, 2 years of experience as an adjunct, 3 years as a tutor, 3 years as organization (AAMI) Director</p>
<p><u>Director of Student Life Position Description</u></p>	<p>(A) Ms. Stacey Grant</p>	<p>Master of Science, Kinesiology, Georgia Southern University</p>	<p>10 years of experience in higher education. 8 years of experience at EGSC. 7 years of experience as PE Complex Director, and 1 year in Student Affairs as</p>

		Bachelor of Science in Education, Health & Physical Education, Georgia Southern University	Director of Student Life. Over 4 years as Investigator for Title IX, 3 years as the Military Resource Center Director and 7 years as the CPR Instructor at EGSC. 1 year as Student Leadership Administrator. 2 years in K-12 Education in Bulloch and Liberty County.
<u>Coordinator of Dual Enrollment Position Description f/k/a Move On When Ready</u>	(A) Ms. Brandy Murphy	Associate of Arts in Core Curriculum, East Georgia State College. Bachelor of Business Administration, currently enrolled Georgia Southwestern State University	Nearly 13 years of experience at East Georgia State College. Dual Enrollment Coordinator for 3 years, Student Affairs Counselor for 2 years, Admissions Coordinator for 2 years, and Admissions Recruiter for 7 years.
<u>Director of Admissions Position Description VA Certifying Official</u>	(A) Ms. Georgia Beasley	Associate of Arts in Core Curriculum, East Georgia State College. Bachelor of Psychology, Ashford University Master of Organizational Management Ashford University's Forbes School of Business	11 Years' experience in admissions at East Georgia State College

Support Staff EGSC Division of Academic and Student Affairs

Position	Name	Education	Experience
<u>Executive Assistant Position Description</u>	(A) Ms. Megan Scruggs	High School Diploma 50 Semester hours of College	One year of higher education experience as Administrative Assistant. 10 years of external experience as Administrative Assistant
<u>Enrollment Management Counselor Position Description</u>	(A) Ms. Cole Sherrod	Master's in clinical psychology from Capella University Bachelor of Science in Political Science from Georgia College and State University Associate of Art from East Georgia State College	2 years' experience as a Processor III at East Georgia State College 2 years' experience as Student Service Representative 1-year experiences as Student Retention Specialist

<u>Enrollment Management Counselor Position Description</u>	(A) Ms. Susan Howell	Master of Science in Education Counseling Bachelor of Science in Liberal Arts	1-year experience as Processor III
<u>Librarian Position Description</u>	(A) Ms. Meghan Crews	Master's in library and Information Studies Valdosta State University Bachelor's in history Valdosta State University	1-year Access & Circulation Services Manager South Georgia State College 2 years Library Graduate Assistant Valdosta State University 2-year Library Student Assistant Valdosta State University & South Georgia State College
<u>Library Associate Position Description</u>	(A) Ms. Bonnie Nash	Bachelor's in History University of West Georgia	10 years customer service experience various employers
<u>Library Assistant Position Description</u>	(A) Ms. Amber Amerson	Bachelors in English Education University of Georgia Associates in English East Georgia State College	I-year ACE Coordinator East Georgia State College I-year part-time Tutor East Georgia State College
<u>Assistant Director of Learning Commons Position Description</u>	(A) Mr. Michael Moran	M. Ed. Higher Education Administration, Georgia Southern University B.S. Psychology, Georgia Southern University A.A. Psychology, East Georgia State College	Six years of experience in higher education. All at EGSC. Two years in Assistant Director of the Learning Commons role; two years as an Academic Advising Specialist; two years as an Admissions Recruiter
<u>ACE Coordinator Position Description</u>	(R) Mr. Rendell Cordova	B.S. Psychology, Georgia Southwestern State University	Two years' experience as ACE Coordinator at EGSC; One-year experience as Supplemental Instructor at Georgia Southwestern State University. two years'
<u>ACE Coordinator Position Description</u>	(S) Mr. Michael Luzzi	B.S. Engineering, Buffalo University	8 Years' experience as Ace Coordinator for EGSC

<p><u>Academic Advisement Specialist Position Description</u></p>	<p>(S) Mr. Luke Martin</p>	<p>M.S. Recreation Administration, Georgia Southern University B.S. Journalism, Georgia Southern University</p>	<p>Seven years' experience at EGSC in the area of Academic Advising</p>
<p><u>Academic Advisement Specialist Position Description</u></p>	<p>(A) Ms. Astraea Thigpen</p>	<p>M. Ed. Higher Education Administration, Georgia Southern University B.S. General Studies-emphasis in Education, Georgia Southern University A.S. Education, Georgia Military College</p>	<p>Five years' experience as an Academic Advising Specialist at EGSC; three years' experience as Residential Assistant at Georgia Southern University and eight years' experience at Clayton County Board of Education</p>
<p><u>ACE Tutoring Coordinator Position Description</u></p>	<p>(A) Ms. Elisabeth Joy Strickland</p>	<p>M.A. Non-profits Management, University of Georgia B.A. Sociology, University of Georgia B.A. Women's Studies, University of Georgia A.A. Sociology, East Georgia State College</p>	<p>Less than one-year experience as Tutor Coordinator at EGSC; four years as Grant Analyst at University of Georgia; less than a year as Program Assistant for Washington Semester Program at University of Georgia; less than one year as Coordinator of Academic Instruction and Resource Center at EGSC; two years tutoring experience at EGSC</p>
<p><u>ACE Tutoring Coordinator Position Description</u></p>	<p>(A) Mr. Jeffrey Waller</p>	<p>M.A. History, Georgia Southern University B.S. interdisciplinary in Social Sciences, Florida State University</p>	<p>Three years' experience as a Graduate Teaching Assistant, and three years' experience as a Graduate Research Assistant; Less than one-year experience at EGSC as ACE Testing Coordinator</p>
<p><u>Housing Safety Assistant Position Description</u></p>	<p>(A) Ms. Andrena Michael</p>		<p>Less than one years' experience as Housing Safety Assistant</p>
<p><u>Housing Safety Assistant Position Description</u></p>	<p>(A) Ms. Princess Middleton</p>	<p>Associates Degree from East Georgia State College</p>	<p>Less than two years' experience as Housing Safety Assistant</p>
<p><u>Assistant Director of Housing Position Description</u></p>	<p>(A) Ms. Tiera Williams</p>	<p>Master of Public Administration - South University</p>	<p>1- year experience as Resident Assistant,</p>

		Bachelors of Sociology - Georgia Southern University Associates Degree in Sociology from East Georgia State College	2-years administrative assistant experience
<u>Residence Life Coordinator Position Description</u>	(A) Mr. Christopher Bailey	Bachelor of Business Administration from Georgia Southwestern University	4 Years' experience as Residence assistant
<u>Housing Assistant Position Description</u>	(A) Ms. Sierra Hall	Bachelor's degree from UGA	3 years' experience as Housing Safety Assistant
<u>Housing Assistant Position Description</u>	(A) Ms. Wayne Jukes		3 years' experience as Housing Safety
<u>Housing Safety Assistant Position Description</u>	(A) Mr. Kenneth McClendon	Associates Degree in General Studies	2 years' experience as resident assistant 3 years' experience as Housing Safety Assistant
<u>Housing Assistant Position Description</u>	(A) Ms. Virginia McAllister		3 years' experience as a Public Safety Officer 5 years' experience as Housing Safety Assistant
<u>Counselor Position Description</u>	(A) Ms. Stephanie Royals	Master of Education and Community Counseling from Georgia Southern University Bachelors of Sociology from Georgia Southern University NCC and LPC Certified	2 years' experience as licensed Counselor
<u>Administrative Assistant Position Description</u>	(R) Ms. Catressa Wilson	Certificate in Early Childhood Education from Augusta Tech	6 years experiences as administrative assistant
<u>Assistant Director of Student Affairs Position Description</u>	(R) Vacant	NA	NA
<u>Assistant Director of Student Affairs Position Description</u>	(S) Mr. Noah Kamsler	Bachelor of Art in Journalism and Media Communications from University of Wisconsin	5 Years' experience in Student Affairs with East Georgia State College
<u>Administrative Assistant Position Description</u>	(A) Ms. Christi Hutchings	A.A. in General Studies from East Georgia State College	6 months experiences as administrative assistant, One years' experiences as account technician and twelve

			years experiences as Senior Secretary for EGSC
<u>Administrative Assistant Position Description</u>	(A) Ms. Amanda Douglas		3 years experiences as Administrative Assistant
<u>Coordinator of Student Life Position Description</u>	(A)Ms. Veronica Cheers	Accounting Diploma from Ogeechee Technical College Bachelor of Science Psychology from Columbia Southern University Master's in management from University of Phoenix	1-year experience with EGSC at Coordinator of Student Life

STAFF IN THE DIVISION OF ACADEMIC AND STUDENT AFFAIRS

Currently, EGSC employs 100 staff employees. This includes 47 full-time staff members, 13 part-time staff members, and 40 student workers assigned to the Division of the Vice President for Academic and Student Affairs. Attached to this Compliance Certification is a Roster of the staff within each of the above units. The Roster shows the name of each staff member, their location (Swainsboro, Statesboro or Augusta), their job title, their academic credentials and their total years of experience.

Hiring, Evaluation and Professional Development

Staff within the Division of Academic and Student Affairs routinely evaluate the number of personnel to ensure the functional areas can successfully meet the mission of the College. Since Fall 2011, the Division has established and filled new positions such as, Associate Vice President for Student Affairs, Associate Vice President for Academic Affairs, Director of Housing, Director and Assistant Director of the Learning Commons, Director of Academic Student Services (EGSC-Augusta), Director of CHOICE, Director of First Year Experience, Director of eLearning, Assistant Director of the Learning Commons for the Military Resource Center and Athletic Advisement, Coordinator of Dual Enrollment, and two additional counselors who work with the Director of Counseling and Disabilities Services.

The Division has established hiring, evaluation, and professional development opportunities designed to enhance the expertise of all personnel. All staff members are employed using EGSC hiring policies and guidelines mandated by the Department of Human Resources, which are in compliance with policies of the University System of Georgia Board of Regents (BOR) Policy Manual, Section 8, titles Personnel. All hiring decisions for positions are considered carefully to ensure the quality and effectiveness of all its programs and services.

The Division of Academic and Student Affairs supports employees by providing them with professional development opportunities to excel in their professional roles through annual performance evaluations during which professional development activities from the previous year are reviewed and new goals are established for the coming year.

To further enhance knowledge and understanding in the field, professional staff members are encouraged to participate in state, regional, and/or national professional conferences and organizations. Funds for travel to professional meetings and other professional development opportunities are budgeted in each department.

Additionally, staff members regularly share their content knowledge by conducting class presentations and workshops on campus for students, faculty, and staff. Workshops for faculty and staff are designed to provide professional knowledge in critical areas within academic and student support services/programs.

SUPPORT PROVIDED BY THE USG

As an institution of the USG, EGSC has access to the resources of the Academic Affairs Division of the USG Central Office. For example, the Student Affairs Office within the USG Academic Affairs Office has the following function:

Student Affairs is responsible for advising the Chancellor and the Board of Regents on all matters affecting student life on the campuses of the 26 colleges and universities comprising the University System of Georgia. The Office of Student Affairs provides system-wide leadership and support in furthering campus efforts to provide for the intellectual, cultural, social, recreational, emotional and personal development of all students.

(See [USG website Academic Affairs](#); See also [USG Website Academic Affairs Division of Student Affairs](#))

ACADEMIC AND STUDENT SUPPORT SERVICES AT STATESBORO AND AUGUSTA INSTRUCTIONAL SITES

EGSC has instructional sites in Statesboro and Augusta. A comprehensive MOU is in place for each of those sites with our sister USG institutions located in those cities. (See [EGSC MOU with Georgia Southern University](#); See also [EGSC MOU with Augusta University](#)). As provided in those MOU's, EGSC students at each location pay student fees of each sister institution (in addition to EGSC tuition and fees). This provides students at each location with access to extensive student services from the sister institution, as well as EGSC student services.

Each of those instructional sites, Statesboro and Augusta, is led by a Director reporting to the President. At each site, there is an Assistant Director of Student Affairs who reports jointly to the Director of that site and the Vice President for Academic and Student Affairs. (See [position description for Associate Vice President for External Campuses](#); See [position description for Director of EGSC Statesboro](#); See [position description for Assistant Director of Student Affairs](#)).

































In addition, an Academic Center for Excellence (ACE) is located at each site. The ACE provides tutoring and advising for students at each site. The Director of the Learning Commons (See above Leadership Chart), who is located at the Statesboro Site, oversees the ACE at all three of the college's sites (Swainsboro, Statesboro and Augusta). The personnel in the ACE located at Statesboro and Augusta are listed in the attached staff chart.

In addition to the above, Student Affairs support staff located in Swainsboro regularly travel to both the Statesboro and Augusta sites to provide services. This includes student financial aid staff, library staff, and counselors.

CONCLUSION

EGSC ensures an adequate number of academic and student services support staff with appropriate education and experience in student support areas to accomplish the mission of the institution at each of its locations.

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-  EGSC Library Assistant Job Description 012020
-  EGSC Library Associate Job Description 012020
-  EGSC Library Director Position Description 5.29.2019

-  EGSC Mission Statement Webpage
-  EGSC Position Description Associate Vice President for Academic Affairs 10-19-2019
-  EGSC Position Description Associate Vice President for Enrollment Management
-  EGSC Position Description Associate Vice President for External Campuses 04-12-2019
-  EGSC Position Description Coordinator of Move On When Ready 4.20.18
-  EGSC Position Description Dean of School of Humanities & Social Science
-  EGSC Position Description Dean of School of Mathematics and Natural Sciences
-  EGSC Position Description Director of Academic Support Services 4.1.2019
-  EGSC Position Description Director of Admissions
-  EGSC Position Description Director of African American Male Initiative AAMI 1.18.2017
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-  USG BOR Policy 2.8 Institutional Mission

12.3

Student Rights

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes clear and appropriate statements of student rights and responsibilities and disseminates the statement(s) to the campus community

EGSC'S STATEMENTS OF STUDENT RIGHTS AND RESPONSIBILITIES ARE CLEAR AND APPROPRIATE

Notice of Non-discrimination

The EGSC Student Handbook's Notice of Non-Discrimination states:

East Georgia State College is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and college policy, East Georgia State College prohibits the harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the college community on campus, in connection with a college program or activity, including admissions and employment, or in a manner that denies access and/ or creates a hostile environment for any member of the college community.

Pursuant to Title IX, the college does not discriminate on the basis of sex in its education programs and activities. As such, the college does not tolerate any kind of gender-based discrimination or harassment, which includes sexual violence, sexual harassment, and gender-based harassment.

The following person has been designated to receive inquiries and complaints concerning harassment and discrimination under relevant college policies and is responsible for the college's application of or compliance with Title IX: Robert Jones, Coordinator of Title IX, Equity and Inclusion, East Georgia State College, 131 College Circle, Room J573 Gambrell Building, Swainsboro, Georgia 30401; telephone 478-289-2015; email titleix@ega.edu. Additionally, inquiries concerning the application of applicable federal laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) may be directed to the U.S. Department of Education's Office of Civil Rights (www2.ed.gov/ocr).

This statement informs students of EGSC's commitment to a fair and respectful environment, clearly states the protected classes included in the policy and provides a college contact and US Department of Education contact for inquires and complaints.

The Bobcat Pledge

EGSC's students are informed about the Bobcat Pledge in the Critical and Academic Thinking (CATS) course. CATS is part of the EGSC First-Year Experience program and is required for graduation. The **Bobcat Pledge** affirms the student's intention to uphold academic integrity,

to be fair, open-minded and responsible. EGSC students are charged to abide by a high standard of scholarship, ethics, and professional behavior. The Pledge is contained in the [EGSC CATS 1101 Course Syllabus](#):

The Bobcat Pledge

As a member of East Georgia State College...

I pledge to maintain high standards of scholarship and excellence.

I will work with other students, faculty, and staff to strengthen teaching and learning on campus.

I pledge to practice academic honesty.

I will model and uphold academic integrity to earn trust and respect from all members of the community.

I pledge to act in a personally and socially responsible way.

I will treat everyone in the EGSC community with civility, courtesy, compassion, and dignity. I will respect the property and environment of the campus.

I pledge to value the intrinsic worth of every member of the community.

I will respect and learn from the ideas and opinions of different people

While not officially enforced as a code of conduct, the Bobcat Pledge informs freshmen of the expectations of academic excellence and personal integrity. Students pledge to eliminate cheating and all forms of academic dishonesty, to have respect for differences in people and their ideas, to eliminate theft, vandalism and destruction of property and to confront and discourage inappropriate behaviors when encountered. To assist in establishing a commitment to this aspirational Pledge upon entering the college, all new students join the College President in reading and reciting the Bobcat Pledge at the culmination of the Convocation in August of each year.

EGSC POLICY ABOUT STUDENT RIGHTS AND RESPONSIBILITIES

The [EGSC Student Handbook](#) and [EGSC Catalog](#) contain student rights and responsibilities designed to educate the student on behavioral and academic expectations and provide information, direction, guidance and resources for filing complaints and appeals, as well as notifying students of due process rights. EGSC policy creation, revision and adoption is a collaborative process by senior administrators across multiple disciplines. The [EGSC Policy and Governance Approval Process](#) describes the flow of academic and administrative policies from creation, through the college's governance bodies for approval, and publication of the policy on the EGSC Policies and Procedures webpage by EGSC Legal Counsel/Chief of Staff. EGSC policy about student rights and responsibilities includes:

- [EGSC Student Conduct Code and Disciplinary Procedures](#)
- [EGSC Minor Children on Campus Policy](#)
- [EGSC Conflict Resolution Policy](#)
- [EGSC Student Criminal Background Investigation Policy](#)
- [EGSC Drugs and Alcohol Policy](#)
- [EGSC Emotional Support or Assistance Animals in On-Campus Housing Policy](#)
- [EGSC Final Course Grade Appeal Policy and Procedure](#)
- [EGSC Student Appeals Process Following Academic Exclusion](#)
- [EGSC Academic Student Grievance Policy](#)
- [EGSC Student ADA Grievance Policy](#)
- [EGSC Academic Honesty Policy](#)
- [EGSC Freedom of Expression Policy](#)
- [EGSC Interim Suspension Policy](#)
- [EGSC Drop and Withdrawal Policy](#)
- [EGSC Family Educational Rights Policy \(FERPA\) Notification of Student's Rights Policy](#)

- [EGSC Sexual Misconduct Policy](#)
- [EGSC Non-Discrimination and Anti-Harassment Policy](#)
- [EGSC Notice of Non-Discrimination](#)
- [EGSC Parking and Transportation Policy](#)
- [EGSC Information Technology Acceptable Use Policy](#)
- [EGSC Weapons and Explosives Policy](#)

The [EGSC Student Conduct Code and Disciplinary Procedure](#) contains student expectations and provides detailed information regarding student rights and responsibilities pertaining to student conduct procedures. The EGSC Student Conduct Code covers non-academic violations, including housing violations, as well as Academic honesty violations. The Director of Student Conduct has jurisdiction over all students.

The Student Conduct Code covers the following sections:

- Jurisdiction
- Academic Violations
- Non-Academic Violations – Conduct Code
- Disciplinary Process
- Disciplinary Sanctions
- Appeals
- Appeal Process and Timelines
- Recusal for Bias

A student or student organization found in violation of the EGSC Conduct Code may be sanctioned in accordance with the provisions of the code. The severity of sanctions or corrective actions will depend on the frequency, severity, and /or nature of the offense, history of past conduct, the offender's willingness to accept responsibility, previous institutional response to similar conduct and the institution's interests.

Handbooks for athletes, residents and student employees

Additional behavioral expectations and rules are set forth in the [EGSC Academic Honesty Policy](#). Other EGSC handbooks define student rights and responsibilities based on the student's status as an athlete, resident, or employee and are published on the college's [Policies and Procedures webpage](#):

- [EGSC Student Athlete Handbook](#)
- [EGSC Resident Student Handbook](#)
- [EGSC Student Employment Handbook](#)

The purpose of the codes and expectations set forth therein are to provide students with notice and guidance of the rules of acceptable behavior and lessen the likelihood of disruption of campus life and academic misconduct so that an environment conducive to learning and individual growth can be maintained at EGSC. The handbooks listed above communicate to students that status as an athlete, resident or student employee is a privilege that requires a higher standard of behavior. As representatives of EGSC, the students participate in outside of the classroom learning opportunities that foster engagement with the campus community and solidify their commitment to their educational goals and to EGSC.

EGSC PUBLISHES THESE STATEMENTS ABOUT STUDENTS RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of EGSC students appear in a wide array of EGSC's published policy manuals and in a variety of locations on the college's website. All policies of the college

are published on the [President's Office Policies and Procedures webpage](#). Unit webpages link to unit policies contained on the President's Policies and Procedures page. The following unit webpages publish student rights and responsibilities as well as policies, forms and information: [Student Life](#), [Counseling and Disability Services](#), [Housing](#), [Student Conduct](#), [Office of Title IX](#), and [Police Department](#). Student rights and responsibilities are disseminated to students through publication of the [EGSC Student Handbook](#) and [EGSC Catalog](#), in new student orientation programs, in the college's transition course, in housing's welcome week and other programs, and on course syllabi.

EGSC DISSEMINATES CLEAR AND APPROPRIATE STATEMENTS OF STUDENT RIGHTS AND RESPONSIBILITIES TO THE EGSC COMMUNITY

Students are informed about behavioral expectations, and rights and responsibilities contained in the EGSC Student Conduct Code, EGSC Student Athlete Handbook, the EGSC Student Employment Handbook and other sources, using various methods. These include professional presentations by EGSC faculty and staff in new student orientations, housing orientation, and student athlete orientation, course syllabi and emails to students with handbooks attached. Student employees receive a copy of the Student Employment Handbook upon hire and are provided individualized orientation by their supervisor. (See [sample Employee Acknowledgement form](#)) The EGSC Standard Format for Faculty Syllabi, contained in the [EGSC Faculty Handbook, pages 45-46](#), contains several student rights and responsibilities concerning the Americans with Disabilities Act, academic honesty, course withdrawal, campus emergency and guns on campus. Faculty disseminate the syllabi to students and are expected to review the syllabi with students on the first day of class. The CATS 1101 class is a first-year college transition course taught in seminar format. This is a hands-on course where students are provided with college resources, including student rights and responsibilities, which assist them in navigating college.

Examples of EGSC's distribution of student rights and responsibilities to students include:

- [New Student Orientation](#)
- [CATS 1101 Syllabus Fall 2019](#)
- [EGSC Student Code of Conduct Presentation \(to CATS 1101 Classes, Housing Orientation, Athlete Orientation\)](#)
- [NURS 4117 Course Syllabus With Student Rights](#)
- [Housing Orientation Meeting Presentation](#)
- [Housing Director Fall 2019 E-mail to Resident Students with Resident Student Handbook, Housing Agreement, Housing Orientation Meeting Presentation](#)
- [Housing Director Spring 2019 E-Mail to Resident Students with Residence Life Handbook, Housing Orientation Meeting Presentation](#)
- [Student Athlete Orientation Presentation 2019-20](#)

OVERSIGHT OF EGSC'S STUDENT RIGHTS AND RESPONSIBILITIES

The various policies, protocols, and procedures, along with the EGSC Student Conduct Code, reflect a comprehensive array of student rights and responsibilities, all of which are reviewed annually by the EGSC Student Affairs staff. The Student Handbook, Catalog, Resident Student Handbook, and Student Athlete Handbook are reviewed annually by the respective responsible unit staff, the Vice President for Academic and Student Affairs and Legal Counsel/ Chief of Staff. Human Resources is responsible for the Student Employment Handbook and it is reviewed by Legal Counsel/Chief of Staff.

Adjudication of alleged violations of student's rights and responsibilities as outlined in the Conduct Code is centrally located in the Student Conduct Office. The Student Conduct Office strives to ensure fair and impartial considerations of student misconduct charges through a system of campus hearing panels, including hearing officers. Each panel is composed of faculty, staff and students. Members are trained to hear complaints, arrive at an impartial conclusion and deliver clear and direct recommendations. A trained Sexual Misconduct /Title IX Panel, comprised of faculty and staff, is specially trained to hear such cases.

The student conduct process is not intended to punish students, but rather to protect the interests of the community and challenge those whose behavior is not in accordance with the college policies. Sanctions are intended to challenge students' ethics and moral decision-making and to help them align their behavior with community expectations. When a student cannot bring his or her behavior into alignment with community expectations, the student conduct process may result in a separation of the student from the college.

Depending on the circumstance and severity of the alleged violations, as well as the student's acknowledgement of responsibility, the college provides informal and formal resolution options, within which the student may choose an administrative hearing option or a panel review option. There are procedural distinctions between violations that could result in potential separation from the institution, affording students a higher level of due process with formal investigation and formal appeal options, up to and including a request to the Board of Regents (BOR) of the University System of Georgia (USG).

All conduct records are maintained by the EGSC Student Conduct Office. The Office is currently moving to a single web-based database using Symplicity's Advocate. Conduct, academic integrity and behavioral records are maintained with strict adherence to the Family Education Rights and Privacy Act (FERPA).

EGSC believes that parents, guardians and family members can be important partners in supporting student success. Parents and guardians may support the student throughout the student conduct process through attendance at all meetings and hearings involving the student.

EGSC IMPLEMENTS THESE POLICIES AND STATEMENTS CONCERNING STUDENT RIGHTS AND RESPONSIBILITIES

Selected examples of evidence that policies and procedures within the Student Handbook are implemented and enforced in practice can be seen in the supporting documentation. Examples of implementation and enforcement of the policies and implementation of sanctions under the Student Code of Conduct is provided.

Examples of Implementation of Student Rights and Responsibilities

Several examples of informal resolutions and formal hearing panel adjudications for student code of conduct violations are provided. A student hardship withdrawal is also provided.

Informal Resolution 2019: EGSC follows Board of Regents (BOR) Policy 4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings. The policy grants to the Director of Student Conduct discretion to informally resolve student conduct violations when uncontested by the student respondent; however, sexual assault violations cannot be informally resolved. An alcohol violation in the residence hall was informally resolved after the student admitted and took responsibility for the violation. This was the student's first code of conduct violation. Sanctions included a counseling assessment, 20 hours of community service, complete on-line alcohol awareness program, and one semester of disciplinary probation.

Formal Resolution 2018: An EGSC Statesboro student charged with lack of civility, disorderly conduct in the classroom and failure to comply, denied all allegations and was referred to the hearing panel. The student was found not responsible for the allegations.

Formal Resolution 2019: A student was charged with lack of civility, disorderly conduct, and threats/harassment. The student denied the charges and following hearing by the judicial panel, the student was found responsible for all allegations. Sanctions included Behavioral Contract (violation of which could result in suspension), counseling and 20 hours of community service.

Interim Suspension: A student was charged with aggravated assault, disorderly conduct, harassment/threats, and violation of federal, state or local law after pulling a knife on another student and making threats. The student was arrested. The student admitted the allegations in his voluntary written statement. Due to the seriousness of the offense and concern for the safety of the campus community, the Director of Student Conduct issued an interim suspension effective immediately. Per the EGSC Interim Suspension Policy, the student was notified of the interim suspension and provided the opportunity to request a hearing to contest the matter. The student did not contest the interim suspension.

Hardship Withdrawal: A student experiencing emotional difficulty requested a hardship withdrawal after consulting with the EGSC Counselor. The Counselor provided a letter supporting the withdrawal and the student completed the required Request form. The student submitted the form and letter of support to the Vice President for Academic and Student Affairs as required by the EGSC Drop and Withdrawal Policy. The Vice President for Academic and Student Affairs reviewed the request, consulted with the EGSC Counselor, approved the request and authorized the Registrar to indicate a withdrawal on the student's transcript. The submission, review, approval and transcript documentation followed the EGSC Drop and Withdrawal Policy.

The documentation listed above indicates that EGSC publishes, disseminates and implements its policies concerning student rights and responsibilities.

STATEMENT OF STUDENTS RIGHTS AND RESPONSIBILITIES APPLY TO ALL EGSC STUDENTS AT ALL LOCATIONS AND ALL MODALITIES OF INSTRUCTION.

As provided in the EGSC Policy and Governance Approval Procedures, all college policies and procedures, unless expressly stated otherwise, apply to:

- all faculty and staff;
- all students, regardless of instructional delivery mode;
- the EGSC Swainsboro, Statesboro, Augusta locations;
- all off campus dual enrollment high school locations; and
- all college sponsored events regardless of location.

(See EGSC Policies and Procedures webpage)


































Accordingly, all of the above statements of student rights and responsibilities apply to all EGSC students regardless of location or modality.














CONCLUSION

EGSC has adopted a wide array of statements and policies concerning EGSC student rights and responsibilities. These statements and policies are published as described above. These statements and policies are widely disseminated to the EGSC community as described above.

As demonstrated by the examples listed above, these statements and policies are, in fact, implemented at EGSC.

Sources

-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC Academic Honesty Policy
-  EGSC Academic Student Grievance Policy
-  EGSC CATS1101 Syllabus Fall 2019
-  EGSC Conflict Resolution Policy
-  EGSC Counseling and Disability Services Webpage
-  EGSC Drop and Withdrawal Policy
-  EGSC Drugs and Alcohol Policy
-  EGSC Emotional Support or Assistance Animals in Housing Policy
-  EGSC FERPA Notification of Student Rights Policy
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 45)
-  EGSC Final Course Grade Appeal Policy and Procedure
-  EGSC Freedom of Expression Policy
-  EGSC Housing Webpage
-  EGSC Information Technology Acceptable Use Policy
-  EGSC Interim Suspension Policy
-  EGSC Minors on Campus Policy
-  EGSC Non-discrimination and Anti-harassment Policy
-  EGSC Notice of Non-Discrimination
-  EGSC Office of Student Conduct
-  EGSC Office of Title IX Webpage
-  EGSC Parking and Transportation Policy
-  EGSC Police Department Webpage
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Policy and Governance Approval Procedures 01-27-2020
-  EGSC Resident Student Handbook 2019-2020 12-17-2018
-  EGSC Sexual Misconduct Policy
-  EGSC Student ADA Grievance Policy
-  EGSC Student Appeals Process Following Academic Exclusion
-  EGSC Student Athlete Handbook 2019-2020 11-26-2019
-  EGSC Student Conduct Code and Disciplinary Procedure
-  EGSC Student Criminal Background Investigation Policy
-  EGSC Student Employee Handbook Sample Student Acknowledgement 1-20-20_Redacted

-  EGSC Student Employment Handbook
-  EGSC Student Handbook 01-10-2020
-  EGSC Student Life Webpage
-  EGSC Weapons and Explosives Policy
-  Example New Student Orientation Booklet
-  Example EGSC Student Code of Conduct Presentation 2019-2020
-  Example Hardship Withdrawal Record
-  Example Housing Director Fall 2019 Email to Residents with Handbook Agreement and Orientation Materials
-  Example Housing Director Spring 2019 Email to Residents with Handbook and Orientation Materials
-  Example Housing Orientation Meeting Presentation
-  Example NURS 4117 Course Syllabus With Student Rights
-  Example Student Athlete Orientation Presentation 2019-2020
-  Example Student Code of Conduct Formal Resolution 2019
-  Example Student Code of Conduct Formal Resolution EGSC-S 2018
-  Example Student Code of Conduct Informal Resolution 2019
-  Example Student Code of Conduct Interim Suspension
-  USG Board of Regents Policy 4.6.5 Standards for Student Conduct Proceedings

12.4

Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving the complaints, and maintains a record of student complaints that can be accessed upon request.

INSTITUTIONAL STUDENT COMPLAINT PROCESS

EGSC is committed to maintaining an environment in which student concerns are addressed in a fair and collegial manner. Students are encouraged to seek informal resolution directly with the individual and/or office with whom the student has a grievance. When a resolution cannot be informally reached, formal written complaints can be submitted through the appropriate complaint mechanism based on the nature of the complaint. EGSC established a [Student Complaint Mechanisms](#) webpage to direct students to the appropriate policy source for resolution of a complaint and to provide an alternative online reporting option if no complaint mechanism exists. If no complaint mechanism exists for the specific complaint, the student may submit an online complaint, known as the "Bobcat Growl," directly from the Student Complaint Mechanisms webpage. If a student has a question or concern about the appropriate complaint resolution process, the Office of Academic and Student Affairs is the best resource to assist. Additionally, students are directed to external complaint mechanisms to be used after college complaint mechanisms are exhausted.

A link to the EGSC Student Complaint Mechanisms webpage is published in the EGSC Student Handbook. The [Bobcat Growl](#) link provides a place to submit a formal written concern when no complaint mechanism exists. Students are encouraged to provide as much information as possible through the online submission process to permit college staff to best understand the complaint and seek a resolution. Bobcat Growl complaints are sent to the Vice President for Academic and Student Affairs and to the Legal Counsel/Chief of Staff for review. The [EGSC Student Affairs webpage](#) also contains a link to the Student Complaint Mechanisms webpage. Students may submit a concern or question to Student Affairs using an online form. Student concerns or questions are received by the Vice President for Academic and Student Affairs for review and routing.

FILING OF STUDENT COMPLAINTS

[Bobcat Growl](#)

The [Bobcat Growl](#) student complaint template contains the following elements:

- Complaint area (Student Affairs, Academic Affairs, etc.)
- Student Name
- Student ID
- Student Email and Telephone
- Description of the complaint, concern or feedback, including prior action taken to date (field visible after first page completed.)

The specific procedures to be followed in addressing written student complaints vary according to the category of the complaint. EGSC's general approach to resolving formal written appeal, grievances or complaints is to direct them to the most appropriate office based on the category of the complaint and/or applicable policy. The personnel in those offices possess the qualifications, experience and knowledge to manage the formal resolution process as well as to work in a collaborative and confidential manner to reach resolution for each individual based on the merits of his or her case.

The Bobcat Growl complaint system is not intended for emergencies or incidents where a student seeks immediate response. In many instances, students use the system to complain anonymously.

The [Student Complaint Mechanisms Webpage](#) provides direct links to policies and appeal and complaint forms for submitting complaints in these areas of concern:

- Academic Exclusion Appeal
- Academic Honesty Policy
- Amorous Relationships Policy
- Behavioral Recommendation Team
- Conflict Resolution Policy
- Employee Grievance Policy
- Ethics and Compliance Hotline*
- Family Educational Rights and Privacy Act (FERPA)
- Final Course Grade Appeal
- Parking Violation Appeal
- Student Academic Grievance Policy
- Student ADA Grievance Policy
- Non-Discrimination and Anti-Harassment Policy
- Sexual Misconduct Policy
- Student Code of Conduct and Disciplinary Procedure
- Housing Incident Report*

Other Concerns: Bobcat Growl Complaint System

- **External Complaint Options after a student has exhausted all internal complaint avenues:**
- Distance Education Complaint Process
- Southern Association of Colleges and Schools Commission on Colleges Complaint Form

*Indicates on-line complaint form is available

EGSC Hotline

The [EGSC Ethics and Compliance Reporting Hotline](#) is an online reporting mechanism provided by NAVEX Global and is available to faculty, staff and students as well as the public. The reporter has the option to remain anonymous. The Hotline is not intended for emergencies or complaints that have an existing available complaint mechanism. Emergency reports received through the Hotline are escalated to the EGSC Public Safety. Hotline complaints for which an existing mechanism exists are routed to the appropriate unit designated by the relevant policy. Email notification of a complaint is sent by NAVEX to the EGSC triage team consisting of Legal Counsel/Chief of Staff, Internal Auditor, and the Vice President for Business Affairs. The complaint is reviewed and routed to the appropriate unit supervisor for handling. Legal Counsel /Chief of Staff manages the Hotline and maintains a record of all complaints and resolutions.

The [EGSC Housing Incident Report Form](#) is an online complaint form for any student, faculty/staff, parent, or community member who wishes to notify housing of behavioral issues and concerns within the Bobcat Villas communities. The form is routed to the Director of

Housing for review and response. The Director of Housing maintains a log of Incident Reports and their resolution.

SAMPLING OF STUDENT COMPLAINTS AND THEIR RESOLUTIONS

EGSC demonstrated that it follows the published procedures when resolving written student complaints as evidenced by the examples below. Regardless of which complaint mechanism is followed, the student must file a complete written statement of the alleged complaint.

Academic Exclusion Appeal Process

A student that was placed on Academic Exclusion for one year appealed to the Academic and Financial Aid Appeals Committee. As required by the EGSC Student Appeal Process Following Academic Exclusion, the student filed an Academic Exclusion Letter of Appeal with the Registrar and included supporting documentation indicating a recent death in the family affecting her academic performance. She also included an academic plan for improvement with the appeal. The Academic and Financial Aid Appeal Committee carefully considered the request and the academic plan for improvement. The student's appeal was granted; the student was cleared to enroll at EGSC for Fall term 2018.

Academic Honesty Sanction Appeal Process

A student completed a homework assignment for POLS 1101 American Government. The professor determined that the homework response was plagiarized; the student quoted directly from Wikipedia, an online source, without acknowledging the source, and claiming the text as his own. Per the process required in the Academic Honesty Policy, the professor notified the student of the allegation within three days of discovery and informed the student of his right to respond and/or seek informal resolution. The student did not respond to the Professor's email. The professor gave the student a zero for the homework assignment. As allowed by the policy, the professor reported the academic dishonesty to the Director of Student Conduct.

Sexual Misconduct Policy/ Title IX

The assistant director of residence life filed an incident report concerning a male and female student's argument which led to property damage in the residence unit. The assistant director notified the Title IX Coordinator, Public Safety, Director of Housing, Director of Student Conduct and Director of Counseling. The students involved in the incident are in a dating relationship. The allegations of putting hands on each other during a heated argument and also causing property damage, if true, placed the incident under the EGSC Sexual Misconduct Policy (Title IX policy). The Title IX Coordinator reviewed the reports and statements and concluded that the matter was not in violation of the Title IX, but likely a student conduct violation. The Title IX Coordinator referred the matter to the Director of Student Conduct.

Student Code of Conduct

An EGSC police officer filed an incident report after receiving a telephone report of a student running over a dog in the parking lot. Per the EGSC Student Conduct Code and Disciplinary Procedure, the officer referred the report to the Office of Student Conduct who then notified the student of the conduct code violation. The Director of Student Conduct followed the procedures set forth in the Board of Regents Policy 4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings. Written statements from the accused student, witnesses and housing safety assistant were obtained. The accused student denied the allegations and a student conduct hearing was scheduled. The student was notified of the date, time and place of the hearing. At the hearing, the student and witness statements were shared with the hearing panel. The student was found responsible for lack of civility and disruptive behavior. The panel, consistent with the EGSC Student Conduct Code and Disciplinary Process,

can consider prior disciplinary actions when imposing sanctions. The student had two prior disciplinary violations this semester and was currently on disciplinary probation. The panel imposed the following sanctions: probation, counseling for anger management, a behavior contract and immediate removal from Bobcat Villas.

Final Course Grade Appeal

A sample Final Course Grade Appeal is provided. The student appealed her final course grade, using the required appeal form, to the instructor, citing lack of feedback from the instructor throughout the course that she alleged was necessary for her to improve. The instructor replied that the student received study guides prior to exams four weeks prior to the exam, allowing ample time for success, and denied her appeal. The student then appealed to the Dean of the School of Mathematics and Sciences as allowed by the EGSC Final Course Grade Appeal Policy and Procedure. After review of the appeal, the Dean denied the appeal.

Parking Violation Appeal

A sample Student Parking Violation Appeal is provided. A student was issued a parking ticket on the Statesboro campus located at 10449 Highway 301 South on 8/24/15. On August 25, the appointed representative of the College for the Statesboro location received an appeal letter from the student. As required by the EGSC Parking and Transportation Policy, the appeal was forwarded to the Swainsboro Business Affairs unit and the appeal process was begun. The student parking ticket was evaluated by the EGSC Business Affairs designee. A decision was reached to deny the appeal, and the decision was communicated to the student via email. This is the last level of appeal.

Student ADA Appeal Process

A sample Student ADA Grievance is provided. Toward the end of a short course during the Summer Semester 2016, a student requested of her professor an accommodation to audio record the remaining classes. The professor refused, saying that allowing his class to be recorded would infringe on the privacy rights of the other students. Using the EGSC Student ADA Grievance Policy, the student initially sought help from the EGSC Statesboro Office of Counseling and Disability Services, but later withdrew her request for accommodation after communicating with the professor.

Bobcat Growl Complaints

A sampling of Bobcat Growl complaints is provided. EGSC is unable to communicate with the complaining party through the Bobcat Growl system. However, when a student complainant provides his or her name, every attempt is made to communicate directly with the student face to face, or via email or telephone. Two noise complaints from anonymous residents regarding the same room were referred to the Director of Housing. However, because the complaint system is not monitored 24/7, the Director of Housing did not have the opportunity to respond in "real time" to verify the noise and the offending residents. In response to both complaints, the Director of Housing placed the alleged offending room occupants on notice of the noise complaint. Similarly, a noise complaint on the "second floor of West" was received the following morning and the noise and offending room could not be identified in real time. After receiving the above complaints, the Director of Housing increased communications to students, reminding them to seek resolution with the resident assistants on duty *when the incident occurs* so that concerns can be addressed in a timely manner. The student customer service complaint regarding financial aid status was referred to the Director of Financial Aid. The Office of Financial Aid made three unsuccessful attempts to contact the student via the email and telephone numbers he provided.

Hotline Complaints

The Hotline Complaint system captures complaints from both identified and anonymous complainants. The Hotline Manager may communicate with complainants to acknowledge receipt of the case, request additional information necessary for review and investigation of the case, assignment to an investigator, and final resolution of the case. A sample [Academic Affairs hotline complaint](#) is provided. Per the [EGSC Ethics and Compliance Reporting Hotline Procedures](#), the complaint is routed to the EGSC triage team. Because the sample complaint was against an EGSC Vice President, a member of executive management, the policy requires notification to the University System of Georgia's Office of the Vice Chancellor for Organizational Effectiveness. After verbal notification to the USG, the case was assigned to EGSC's Hotline Manager for investigation and resolution. The investigative notes indicate the steps taken to review the allegations and the resolution. The allegations were unable to be substantiated, the finding entered into the hotline system and the complainants (anonymous faculty) notified via the hotline system. A [dining services hotline complaint](#) was filed by an anonymous food service worker alleging unsafe food conditions in the EGSC dining hall. The Hotline Manager acknowledged receipt of the complaint, consulted the triage team, and assigned the case to the Director of Business Operations who has direct oversight of the food services at EGSC. The investigation revealed the various steps taken to ensure food rotation, dishwashing procedures, dishwasher temperature, Serv Safe certifications for staff, and menus for the days surrounding the alleged incident. The allegations were unsubstantiated and the reporter was notified.








APPLICATION OF EGSC'S STUDENT COMPLAINT PROCESS TO ITS DISTANCE LEARNING STUDENTS, DUALY ENROLLED STUDENTS AND STUDENTS AT OFF-CAMPUS INSTRUCTIONAL SITES




The rights, procedures and policies outlined in the EGSC Student Handbook, Catalog and EGSC website apply to all student regardless of instructional location or mode of instruction. Students who are enrolled in completely online programs should follow the same general procedures for complaints and concerns as students who attend classes on campus. However, for any process that requires a student to appear in person, the college will make other arrangements. For processes that cannot be completed via telephone, e-mail or written correspondence, the college may set up a two-way video conference in place of a meeting on the EGSC campus.

CONCLUSION

EGSC publishes appropriate and clear procedures for addressing student complaints. The above examples demonstrate that EGSC follows these procedures when complaints are received. EGSC also maintains a record of complaints that can be accessed upon request by SACSCOC.

Sources

-  EGSC Academic Honesty Policy
-  EGSC Bobcat Growl Complaint System
-  EGSC Ethics Hotline Procedures
-  EGSC Ethics and Compliance Reporting Hotline
-  EGSC Final Course Grade Appeal Policy and Procedure
-  EGSC Housing Incident Report Form
-  EGSC Parking and Transportation Policy

-  EGSC Sexual Misconduct Policy
-  EGSC Student ADA Grievance Policy
-  EGSC Student Affairs Webpage
-  EGSC Student Appeals Process Following Academic Exclusion
-  EGSC Student Complaint Mechanisms Webpage
-  EGSC Student Conduct Code and Disciplinary Procedure
-  Example Academic Exclusion Letter of Appeal
-  Example Academic Honesty
-  Example Final Course Grade Appeal
-  Example Hotline Complaint- Academic Affairs
-  Example Hotline Complaint- Dining Services
-  Example Student ADA Grievance Appeal 6-20-2016
-  Example Student Conduct Complaint
-  Example Student Parking Violation Appeal 8-24-15
-  Example Title IX Incident
-  Examples Bobcat Growl Student Complaint System_Redacted
-  USG Board of Regents Policy 4.6.5 Standards for Student Conduct Proceedings

12.5

Student Records

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) protects the security, confidentiality and integrity of its student records and maintains security measures to protect and back up data.

EAST GEORGIA STATE COLLEGE'S STUDENT INFORMATION SYSTEM – BANNER

EGSC's student information system, Banner, houses student educational and financial records. EGSC's Banner student information system is a nationally recognized enterprise resource planning (ERP) system for student records management used throughout the University System of Georgia (USG). The security and integrity of EGSC's educational and student records stored in Banner is protected by commonly accepted technical, physical and administrative controls and data backup protocols and is implemented by USG Information Technology Services (USG ITS). Only authorized data stewards can enter and change information in EGSC's student records. Appropriate training for faculty, staff and administrators on adherence to EGSC policies and procedures for access to Banner information and other student records helps protect the confidentiality of student information along with authorized restricted access to the database.

Banner is hosted by the USG ITS. USG ITS ensures EGSC's compliance with respect to security and integrity of electronic and paper student records through the following actions:

- Maintaining redundant data centers to provide flexible support of the College's infrastructure;
- Conducting daily back-ups of enterprise systems that contain student records; and
- Maintaining and testing restoration plans in the event of data loss or interruption of service.

LAWS AND POLICIES PROTECTING STUDENT RECORDS STORED AT EGSC

The security, confidentiality and integrity of students records at EGSC is protected by a series of federal and state laws, policies and procedures of the Board of Regents (BOR) of the USG and EGSC policies and procedures.

- Family Educational Rights and Privacy Act (FERPA);
- Official Code of Georgia Annotated (O.C.G.A.) 50-18-94;
- Board of Regents (BOR) of the University System of Georgia policy 6.24 Records Retention and USG Business Procedures Manual procedures on data governance, control, access, and safeguards, and,
- EGSC policy and procedure discussed later in this narrative.

EGSC ADMINISTRATORS RESPONSIBLE TO PROTECT SECURITY, CONFIDENTIALITY AND INTEGRITY OF STUDENT RECORDS

The following EGSC administrators play key roles with regard to the security, confidentiality, integrity of data and records that includes student records.

- The **Registrar** is EGSC's FERPA officer and reports to the Associate Vice President for Enrollment Management under the Vice President for Academic and Student Affairs. (See [EGSC Position Description Registrar](#))
- The **Information Security Officer** reports to the Vice President for Information Technology. (See [EGSC Position Description Information Security Officer](#))
- The Vice President of Information Technology, who also serves as the **Chief Information Officer**, reports to the President. (See [EGSC Position Description Vice President of Information Technology](#))

The Registrar ensures College compliance with privacy and confidentiality policies related to education records through the following actions:

- Ensuring access to forms regarding student privacy and third-party access;
- Publishing information of rights under FERPA;
- Educating students and parents of FERPA rights and responsibilities;
- Confirming FERPA training prior to access by any person to a student record;
- Consulting with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to ensure compliance with FERPA and when translation or interpretation of law is needed to clarify ambiguous FERPA issues; and
- Participating in audits.

The College's Chief Information Officer (CIO) and the Information Security Officer (ISO) ensure compliance regarding security and integrity of electronic and paper student records through the following actions:

- Developing and administering policy and plans to ensure compliance with national and USG directives on security, confidentiality, privacy and integrity of College data and records;
- Ensuring completion of mandatory training, in collaboration with Human Resources, on cybersecurity, confidentiality, privacy and integrity of College data and confidential data for personnel; and
- Participating in audits.

USG DATA GOVERNANCE STRUCTURE

Protecting the student data and records at EGSC involves protecting data and information maintained in database and records in addition to ensuring 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 this narrative. The majority of student records are contained in electronic format. Data is stored within the appropriate database once keyed in by the student or employee or captured through an imaging process. Data stewards maintain control of data for their respective areas and grant access according to the governing regulation or policy. [USG Business Procedure Manual 12.2.1 Governance and Organizational Structure](#) requires that each institution designate data stewards and data trustees and specifies the duties of each. (See [EGSC Data Governance Management Structure](#))

PROTECTION OF STUDENTS FERPA RIGHTS

Access to education records is governed by FERPA. EGSC FERPA Policy is published in the EGSC Student Handbook. Educational records are records directly related to the student and maintained by the college or a party acting for the college.

EGSC FERPA Mandatory Training Policy requires all employees to complete the training upon hire and annually. This is managed by Human Resources.

MANDATORY EMPLOYEE TRAINING, CONFIDENTIALITY AND CONTROLS ON BANNER ACCESS

To educate employees about the information security and the confidentiality of student records, EGSC requires all college employees to complete the following training:

- FERPA Training (See above); and
- USG Cybersecurity Training - In compliance with USG Business Procedures Manual 12.4 Cybersecurity

In addition, upon hire, all employees sign the EGSC Confidentiality Statement acknowledging access to student and employee confidential information and acknowledging completion of FERPA training. The EGSC Confidentiality Statement informs new employees of their access to confidential student and employee records in the course of their work for the College and requires their signature acknowledging and agreeing to maintain confidentiality. This is managed by Human Resources.

EGSC BANNER User Access Policy and Procedures describes the required training for employees accessing the BANNER student information system and the procedures for a supervisor's request for an employee's specific access level to ensure the security, confidentiality and appropriate utilization / access of data processed, stored, maintained or transmitted in conjunction with BANNER.

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.

EGSC 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 duties. EGSC 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. (See EGSC BANNER User Account Access Policy and Procedures)

Access to student information contained in paper files requires the same information and training as above. The paper files would be viewed in the office maintaining those documents.

The Office of Enrollment Management reinforces the importance of maintaining confidentiality of student records through the sharing of the Institutional Records Policy with new staff (See EGSC Institutional Records Policy).

RECORDS RETENTION POLICIES ARE IN PLACE

The BOR Policy Manual 6.24, Records Retention, serves as guidance for USG institutions.

Records retention guidelines have been adopted by the BOR to establish consistent records retention practices by the University System Office and USG institutions. The guidelines consist of a list of record types organized into categories and should be consulted to determine the minimum retention time for a particular type of record.

The University System Office administers the records retention guidelines and is the source for information concerning implementation of the guidelines. The University System Office of Legal Affairs shall approve all additions to, deletions from, and revisions of the records retention guidelines.

USG Records Retention Schedules defines the types of records (any format) and the minimum time period to retain the records.

PROTECTION OF STUDENT INFORMATION FOR ONLINE PROGRAMS

Hybrid and fully on-line courses are supported by the institution's course management platform, Desire2Learn Brightspace (D2L). EGSC uses Kerberos authentication for D2L access, thus allowing enrolled students to use their individual EGSC ID and personal passwords to access their student records such as grades and directory information. Student information viewed in D2L is pulled from BANNER the same way as with all enrolled students. D2L is hosted on a secure server by the USG Information Technology Services. If changes are made to student enrollment, the change must first be verified in BANNER. The use of EGSC's ID ensures that each student has access only to his or her individual records in D2L.

(See Section 10.6 of the Compliance Certification)

PROTECTION OF INTERNATIONAL STUDENTS

The primary designated school official for international students is the Director of Admissions. The Director maintains confidential immigration files on each F-1 status international student per federal regulation Title 8 Code of Federal Regulations 214.2(f). The physical documents remain in a locked cabinet in a secure area of Admissions and are electronically stored in the United States Department of Homeland Security databases and are accessible only to designated school officials (Director of Admissions) when reporting to the Department of Homeland Security each semester. Access to students' online immigration records in the Student Exchange Visitor Information System (SEVIS) is restricted by the Department of Homeland Security to only the approved school officials.

EGSC'S COMPREHENSIVE INFORMATION TECHNOLOGY POLICY

Additional means of ensuring the security, confidentiality and integrity of student data and records are captured in EGSC's comprehensive information policy. That comprehensive policy includes:

- EGSC Campus Computer and Network Usage Policy addresses individual responsibility for appropriate computer and network usage for students, employees as well as contractors and vendors.
- EGSC Acceptable Use Policy addresses proper use of the campus information technology equipment including access to the EGSC network and EGSC devices via password, proper safeguarding of passwords and equipment, and safeguarding of confidential data.

- EGSC Campus Anti-Virus Policy requires that all EGSC and non-EGSC devices that connect to the EGSC network have anti-virus protection to protect the integrity of the network.

EGSC PROTECTS SECURITY OF STUDENT RECORDS

The EGSC Chief Information Officer and Information Technology staff are responsible for securing EGSC's systems and networks through policy and best practices.

The EGSC IT Incident Response Policy and Procedures establishes responsibilities for the coordination of EGSC's information technology response. The policy provides a procedure for reporting and response to a security incident or unauthorized access incident.

The EGSC IT Disaster Recovery and Business Continuity Plan's primary focus is on roles, procedures, responsibilities and information required for successful mitigation of an emergency affecting EGSC information technology services and resources. The Plan includes periodic testing which reduces the probability of an IT emergency event and will reduce the impact if such event occurs. The Plan also includes key resources and staff needed to re-establish information technology services and functions. The Plan contains sensitive information, such as the type and location of critical IT equipment and is not publicly available.

EGSC, and USG ITS, as noted below, employ industry best practices to enhance data and record security.

- Physical student records are managed in accordance with the USG Record Retention Schedule and in compliance with state and federal law, as stated previously. Physical records are securely stored in locked cabinets within rooms of a responsible office and rooms are secured by assigned keys;
- USG ITS conducts a backup of electronic student education and student information data on BANNER; and
- USG ITS maintains redundant data centers and is responsible for the physical security of the data facilities.

Student Records and Responsible Offices:

Type of Student Record	Responsible Office
Admission	Admissions
International Student	Admissions
Directory Information	Registrar
Education	Enrollment Management/ Academic Affairs
Medical	Off-site Medical Contractor
Counseling	Counseling /Academic Affairs
Student Conduct	Student Conduct / Student Affairs
Alumni	Institutional Advancement
Financial Aid	Financial Aid
Testing	Academic Center for Excellence
Employment	Human Resources
Housing	Housing / Business Affairs
Identification Cards	Auxiliary Services / Business Affairs

MECHANISMS ARE PROVIDED TO STUDENTS FOR CONTROL OF THEIR OWN INFORMATION

Notifications of students' rights regarding the privacy and release of student education records are published in the EGSC Catalog, the EGSC Student Handbook, EGSC Faculty Handbook and on select Student Affairs webpages as noted below.

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 informed of their students FERPA rights concerning student education records and directory information. Additional information regarding the privacy of student information and records is available to students and parents on the [EGSC Registrar's Office webpage](#).

Information concerning the types of records and policies concerning access, disclosure, and correction of records is provided in the following EGSC handbooks, EGSC Catalog and EGSC webpages:

- Statement of Student Rights Under FERPA – [EGSC Student Handbook page 2](#);
- [EGSC Notification of Student Rights Under FERPA Policy](#) - EGSC Policies and Procedures Page -EGSC Catalog;
- EGSC Admissions Webpage – [Criminal Background Consent Form](#);
- Annual Notice of Student FERPA Rights - [EGSC Catalog page 3](#); and
- Student's Right of Privacy (FERPA) [EGSC Faculty Handbook page 14](#)

Students may control access to their information by taking the actions below:

Directory Information: Student information defined as Directory Information ([EGSC Catalog page 3](#)) is available for release without a student's permission. This information includes the student's name, address (local, home and email), telephone number (local and home), date and place of birth, major field of study, participation in officially recognized activities and sports programs, age, hometown, hobbies, and general interest items of members of athletic teams, dates and status of attendance, degrees, certificates, honors, and awards and awards applied for and/or received, and previous educational institutions attended by that student.

FERPA Opt Out of Disclosure: Students have the right to withhold the release of this information by completing and submitting to the Registrar a EGSC FERPA Rescind Form, located on the Registrar's webpage.

FERPA Consent: A student may provide written consent to a third party such as a parent, spouse or employer for the release of academic record information. To do so, a student must complete the EGSC FERPA Consent Form, located on the Registrar's webpage.

Complaint: A student may file a complaint directly to the US Department of Education about the alleged failure of EGSC to comply with FERPA. Information on the complaint procedure is included on the [EGSC FERPA Consent Form](#) and the [FERPA Policy](#) in the EGSC Student Handbook.

EXAMPLE OF STORAGE AND PROTECTION OF STUDENT INFORMATION: HOUSING RECORDS

Applicants for on campus student housing must complete an online electronic EGSC Swainsboro Housing Application ([EGSC Housing Application Form](#)). The college utilizes the hosted online system, ega.starrezhousing.com/starrezportal, for secure collection and storage of the data. Applicants must also complete an online electronic Criminal Background Investigation Consent Form. The college utilizes the hosted online system, ngwebsolutions.com, for secure collection and storage of the data. Residents of on campus housing are required to complete an emergency contact form ([EGSC Emergency Information Card](#)). This information is kept in locked file cabinets in a locked office in the Housing Office. The file cabinet is only accessible by the Director of Housing and the Assistant Director of Housing. The forms are shredded after seven years. The office of housing maintains a record of the condition of each resident's living quarters at the time of check in and check out ([EGSC Residence Hall Room Condition Report Form](#)). This information is kept in locked file cabinets in a locked office in the Housing Office. The file cabinet is only accessible by the Director of Housing and the Assistant Director of Housing. The forms are shredded after seven years.














SECURITY, CONFIDENTIALITY AND INTEGRITY OF STUDENT RECORDS IS PROTECTED FOR ALL STUDENTS AT ALL LOCATIONS AND ALL MODALITIES


















EGSC protects the security, confidentiality and integrity of student data across the College's footprint, whether students are on-campus, off-campus or online.

CONCLUSION

EGSC, through a series of laws and policies, a clear governance management structure, training of employees, and security measures, protects the security, confidentiality and integrity of its student records and maintains security measures to protect and back up data.

Sources

-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 3)
-  EGSC Banner User Account Access Policy & Procedures
-  EGSC Campus Anti-virus Policy
-  EGSC Campus Computer and Network Usage Policy
-  EGSC Confidentiality Statement
-  EGSC Criminal Background Investigation Consent Form
-  EGSC Data Governance Management Structure
-  EGSC Emergency Information Card
-  EGSC FERPA Consent Form
-  EGSC FERPA Mandatory Training Policy
-  EGSC FERPA Notification of Student Rights Policy
-  EGSC FERPA Rescind Form Example
-  EGSC Faculty Handbook CAB 2-18-2020 (Page 14)

-  EGSC Housing Application Form
-  EGSC IT Disaster Recovery Business Continuity Plan
-  EGSC IT Incident Response Policy & Procedures
-  EGSC Information Technology Acceptable Use Policy
-  EGSC Institutional Records Policy
-  EGSC Position Description Information Security Officer
-  EGSC Position Description Registrar
-  EGSC Position Description Vice President for Informational Technology 01-23-2020
-  EGSC Registrar's Office Webpage - FERPA Notification of Student Rights
-  EGSC Residence Hall Room Condition Report Form
-  EGSC Student Handbook 01-10-2020 (Page 2)
-  Family Educational Rights and Privacy Act (FERPA)
-  Official Code of Georgia Annotated 50-18-94 State Agencies -Records Management
-  USG Board of Regents Policy 6.24 Records Retention
-  USG Business Procedures Manual 12.2 Governance Structure
-  USG Business Procedures Manual 12.4 Cybersecurity
-  USG Records Retentions Schedules University System of Georgia

12.6

Student Debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

INFORMATION AND GUIDANCE PROVIDED BY EGSC'S OFFICE OF FINANCIAL AID

EGSC provides information and guidance concerning debt management to all applicants, current students and former students who are interested in knowing how to pay for college, how to apply for financial aid and manage their debt (including student loans), and how to repay their loans. All resources provided by EGSC of Office of Financial Aid are available and accessible to all students regardless of location or modality. The [EGSC Financial Aid webpage](#) is a comprehensive source for information and guidance to student borrowers. The webpage provides links for more in depth information and guidance concerning the various stages of student borrowing:

- Check Your Financial Aid Status
- Correll Scholars Program
- Direct Loan Information
- Financial Aid Disbursement and Fees
- Financial Aid Forms
- Financial Aid Policies
- Financial Aid Programs
- Financial Aid Satisfactory Academic Progress
- Financial Aid TV
- HOPE Programs
- How to Apply for Financial Aid
- Net Price Calculator
- Professional Judgment/Dependency Override
- Transient Information

At each orientation, the Office of Financial Aid provides detailed information to our parents regarding (SAP) Satisfactory Academic Progress. During this time there is an open panel discussion to answer any questions regarding SAP and any other aspect of financial aid.

See [EGSC Orientation Agenda Fall 2019](#) indicating the Financial Aid presentation;

See [EGSC Orientation Financial Aid Presentation](#)

EGSC offers several options for debt management counseling. Resources are located on the EGSC Financial Aid webpage and when located on external sites such as the Department of Education Federal Student Aid, links are provided for convenience. First time borrowers (including transfer students) who are requesting a Direct Student Loan (See [EGSC Direct Loan Information Webpage](#)) are required to complete the [EGSC Loan Offer Request Form](#) and

also complete the [Department of Education Entrance Counseling](#) and the [FSA Loan Agreement Master Promissory Note](#) prior to loan disbursement. The mandatory requirements are that all borrowers complete the EGSC Loan Offer Request Form and the FSA Loan Agreement (Master Promissory Note).

The Office of Financial Aid is responsible for notifying students of Entrance and Exit Requirements. The Office of Financial Aid notifies students requesting federal student loans of the Loan Entrance Counseling and the Loan Master Agreement (Promissory Note) requirements on its institutional Loan Offer request form, which is required of all students wishing to borrow from the federal student loan program. Students requesting federal student loans in subsequent years must complete a new Loan Offer Request form and a new Loan Agreement (Master Promissory Note). The Office of Financial Aid notifies all first-time borrowers of the above requirements. (See [EGSC Loan Offer Request Form](#)) The Office of Financial Aid notifies students of the status of their application, including any missing documents, and of their award. (See [EGSC Student Required Document Letter](#))

To educate the student on actual loan re-payment amounts, EGSC requests that students complete the [Department of Education Repayment Estimator](#). To ensure that the student understands the immediate and cumulative loan amounts for which he or she is obligated, EGSC requests that each borrower check their loan indebtedness via the [National Student Loan Data System- Retrieve Your Information](#). EGSC also strongly encourages all students who have participated in the Direct Loan programs to complete the [Department of Education Exit Counseling](#). In addition to the above, EGSC communicates to student through letter, presentation and handouts throughout the process; samples are provided below.

- Students receive a Financial Aid Award Letter once they have been awarded. If the award changes for any reason an updated Financial Aid Award Letter is sent to the students. See [EGSC Student Award Letter](#).
- Student Debt Letters are provided to our students semi-annually that provides their estimated total loan debt and their estimated monthly payment. Debt Letters also provide links to videos explaining loan types and repayment information. See [EGSC Student Debt Letter](#).
- At the end of each semester a financial aid representative conducts a presentation to our graduates to help them understand Loan Repayment Grace Period and Loan Repayment Options. See [EGSC Graduation Rehearsal Agenda Financial Aid Presentation](#) and EGSC also provides exit loan counseling. At graduation rehearsal, a loan counseling handout is provided to students: [EGSC Financial Aid Exit Packet](#).
- EGSC also offers video presentations on a variety of financial aid and financial literacy topics through [EGSC Financial Aid TV \(FATV\)](#) which can be accessed via the Financial Aid website. Below are some of the financial literacy videos available from [EGSC Financial Aid TV](#).
 - How borrowers should borrow in comparison to their income.
 - What is a credit score?
 - Debt and borrowing money
 - What can I do to improve my credit score?
 - Making saving a priority
 - How does your checking account work?

Additional financial aid guidance is provided by financial aid counselors. EGSC's Financial Aid Counselors provide one-on-one counseling to students to guide them as they make choices about loans and other financial aid resources that are available. In an effort to build rapport between the student and the counselor, students are assigned to counselors based on the student's last name.

EGSC's Financial Aid Office provides presentations to first semester students via EGSC's First-Year Experience Course, CATS101. (See [EGSC CATS Class Financial Aid Presentation Financing Your Education](#))

KNOW MORE. BORROW LESS. INITIATIVE OF THE USG

EGSC is a member institution of the University System of Georgia (USG). One of the USG's major initiatives is named, "Know More. Borrow Less." "This system-wide initiative is a comprehensive plan aimed at reducing barriers to financial aid, improving students understanding of borrowing, and reducing student debt."

(See [USG Know More. Borrow Less. Webpage](#))

Debt counseling software-based tools are available to prospective students, students actively enrolled in classes, students who have withdrawn, and students who have graduated. EGSC's Financial Aid Department participates in the USG's system-wide software initiative (Campus Logic). This software platform is a self-guided journey that moves students quickly, easily, and more confidently through the financial aid verification process. The Office of Financial Aid publishes information and a link to Campus Logic on its webpage. See [EGSC Financial Aid Campus Logic](#). In its initial letters to students, the Office of Financial Aid notifies students of Campus Logic and directions on how to access. See [EGSC Student Notice Campus Logic](#).

STUDENT LOAN DEFAULT MANAGEMENT

EGSC has created a Student Loan Default Rate Committee as follows.

Purpose and Functions: The purpose of the Student Loan Default Rate Committee is to regularly monitor the college's default rate and keep the Vice President for Academic and Student Affairs and the President advised concerning that rate. The committee will adopt a proposed Student Loan Default Rate Plan designed to reduce the college's default rate and to maintain that rate at an appropriate level. The function of the committee is to recommend policies and procedures as necessary and proper to accomplish its purpose. The committee will keep the Vice President for Academic and Student Affairs and the President informed about action being taken to achieve the goals in the approved Student Loan Default Rate Plan.

Membership:

- Chair, Associate Vice President for Enrollment Management/ Director of Financial Aid; • Assistant Director of Financial Aid / Default Management;
- Vice President for Academic and Student Affairs;
- Vice President for Institutional Advancement;
- Associate Vice President for External Campuses;
- Director, EGSC Statesboro;
- Business Affairs; and
- Academic Affairs.

(See [EGSC Statutes, V.B.38, page 30](#))























EGSC has also adopted a Student Loan Default Management Plan. (See [EGSC Student Loan Default Management Plan](#)) EGSC has made progress from 2012 to the present in reducing its student loan default rates as shown by the following historical data about Three-Year Cohort Default Rates:

EGSC (010997-00) Federal Student Loan Cohort Default Rates					
Year	Rate	Year	Rate	Year	Rate
2009	27.5%	2012	22.5%	2015	15.0%
2010	26.1%	2013	21.7%	2016	17.3%
2011	22.6%	2014	21.9%	2017	20.30%

CONCLUSION

EGSC provides information and guidance to help prospective students, current students and former students understand how to manage their debt and repay their loans.

Sources

-  DOE Entrance Counseling Federal Student Loans
-  DOE Exit Counseling Federal Student Loans
-  DOE Repayment Estimator Federal Student Loans
-  EGSC CATS Class Financial Aid Presentation Financing Your Education
-  EGSC Default Prevention and Management Plan Revision CAB12-13-2019
-  EGSC Direct Loan Information Webpage
-  EGSC Financial Aid Exit Packet
-  EGSC Financial Aid TV Webpage
-  EGSC Financial Aid Webpage
-  EGSC Financial Aid Webpage Campus Logic
-  EGSC Graduation Rehearsal Agenda Financial Aid Counseling
-  EGSC Loan Offer Request Form
-  EGSC Orientation Agenda Fall 2019
-  EGSC Orientation Financial Aid Presentation Fall 2019
-  EGSC Statutes 2-20-20 (Page 30)
-  EGSC Student Award Letter Example
-  EGSC Student Campus Logic Notice Example
-  EGSC Student Debt Letter Example
-  EGSC Student Required Document Letter
-  FSA -- Loan Agreement Master Promissory Note (MPN)
-  National Student Loan Data System - Retrieve Your Loan Information
-  USG Know More. Borrow Less. Webpage

13.1

Financial Resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has sound financial resources and has a demonstrated, stable financial base to support EGSC's core mission of instruction, academic support, and student services and the scope of its programs and services.

EGSC'S FIVE MOST RECENT FINANCIAL AUDITS

College financial reports and various other documents validate that EGSC has a demonstrated, stable financial base. Oversight by the University System of Georgia (USG) and the Georgia Department of Audit and Accounts (DOAA) provides the ultimate authority in safeguarding the state of Georgia's and, consequently, the College's resources. EGSC's five most recent financial audits ([EGSC FY 2015 Agreed Upon Procedures Report.pdf](#); [EGSC FY 2016 Full Disclosure Management Report.pdf](#); [EGSC FY 2017 USG Financial Review.pdf](#); [EGSC FY 2018 USG Financial Review.pdf](#); [EGSC FY 2019 Full Disclosure Management Report.pdf](#)) provide solid evidence to confirm the demonstrated, stable financial base.

The audit report for fiscal year ended June 30, 2019 contained no material deficiencies. This was consistent with audit reports for the past 5 years. EGSC prepares its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The DOAA provides the College's annual independent financial audit, and a separate Subpart F of the OMB Uniform Guidance. In recent years, as noted above, the USG's Internal Audit function has performed Financial Reviews. Audit field work is generally conducted from mid-August until mid-September each year. Audited financial statements are generally not issued by the DOAA or the USG until mid-November.

EGSC HAS SOUND FINANCIAL RESOURCES

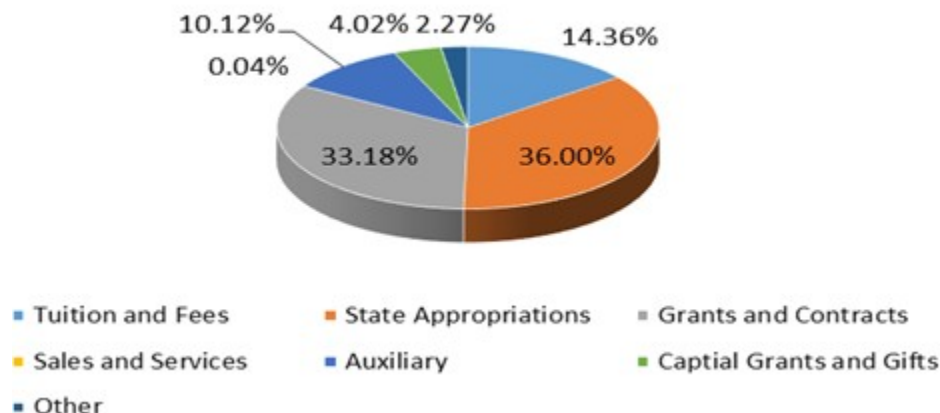
Revenue By Source

The financial resources of the College are strengthened by a diversity of revenue sources. Total revenues for fiscal year 2019 totaled \$27,731,859. Fiscal year 2019 operating revenues increased by \$1.2 million over fiscal year 2018 from increases in state appropriations, sponsored research through grants and contracts, and auxiliary operations. From FY 2014 to FY 2019, total revenues increased 15%. Over those five fiscal years, total revenues peaked in FY 2017 because of a major infusion of capital gifts that year up to \$28 million but declined by only 1% most recently to \$27.7 million in FY2019. Such notable percentage increases and modest changes in recent years reflect a sound revenue stream of support for the institution's mission.

In fiscal year 2019, no single source of revenue exceeded 36% of total revenues, as noted in Figure 1 table "Revenue by Source, FY 2019". Consequently, EGSC's financial health does not depend on the condition of one particular revenue stream.

Source Documents ([EGSC AFR FY 2019.pdf](#)).

Figure 1: Revenue By Source FY 2019



As can be seen from the table below, tuition and fee revenue has been uneven over the last five years while state appropriations have increased significantly over the same five-year period. As Georgia's economy continued to improve from the depths of the Great Recession in recent years, restoring previously lost state appropriations as well as returning to the funding of annual salary increases for employees have boosted state appropriation funding at EGSC. In exchange for that increased state support, the Board of Regents (BOR) has scaled back substantially on annual increases in tuitions and fees, which has had a dampening impact on the growth on EGSC's tuition and fees revenue. During the Great Recession, sharp cuts in state appropriation were often offset substantially with notable increases in tuition and fees. In large measure, that explains why state appropriations jumped up \$2.9 million or 41% from FY 2015 to FY 2019, and tuition and fees revenue at EGSC increased only \$277 thousand or 7% over the same period. The BOR has as one of its strategic goals and priorities, keeping Georgia's public higher education system affordable for students and their families, by keeping tuition and fees as low as possible.

Auxiliary revenue decreased in FY 2016 due to the transfer of Housing through the P3 initiative of the USG. An increase in FY 2017 is the product of a second housing unit being added, resulting in increased payments from the concessionaire, Corvias Campus Living, and the revenue generated from additional meal plans.

Another item to note from the table below is the capital funding, indicated as Capital Grants and Gifts, which is provided by the state. Major Repair and Renovation (MRR) projects are also funded by the State thus providing an additional measure of stability to the financial picture and ensuring that physical facilities are adequate and properly maintained. Although the amounts are not significant, the fluctuations in Other revenue are a result of MRR funds received and spent that are not capitalized. Nevertheless, substantial capital gifts and MMR funding received from the state since FY 2015 reflects not only the state's commitment to improving campus facilities, but also the BOR's confidence in investing in EGSC's continuing mission.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Revenue By Source

Source	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Tuition and Fees	3,705,349	4,439,163	4,364,180	4,096,626	3,981,928
State Appropriations	7,088,750	6,923,831	8,442,439	9,237,733	9,984,666
Grants and Contracts	9,254,443	9,216,125	9,042,757	9,016,246	9,201,731
Sales and Services	9,625	25,949	2,345	1,470	11,799
Auxiliary	2,817,517	2,092,577	2,762,654	2,714,785	2,807,410
Capital Grants and Gifts	905,004	229,943	3,282,623	808,696	1,115,265
Other	300,250	197,682	148,313	657,919	629,060
Grand Total	24,080,938	23,125,270	28,045,311	26,533,475	27,731,859

Operating Revenue Per Fall FTE

EGSC's base operating budget consist of tuition and fee revenue and state appropriations. As depicted in the table below, the College has experienced some enrollment decline in Fall 2018 and Fall 2019 from a peak enrollment in Fall 2017, but the overall drop in FTE students from Fall 2015 to Fall 2019 was only 5% or 141 FTE students or 8% from the peak enrollment during this period. EGSC's enrollment declines are in line with those experienced by similar USG institutions. EGSC's enrollment declines over the past five fiscal years are not so great that they threaten the financial stability of the college. As the table below indicates, although Fall FTE enrollment may have dropped 5% from FY 2015 to FY 2019, tuition and fees revenues increased by 7% and operating revenues per fall FTE student increased 37% over that same period. These outcomes and trends reflect soundness of financial resources are available to fund operations on an ongoing basis.

Source Documents ([EGSC Fall FTE Enrollment FY 2015 2019.pdf](#); [EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Operating Revenues Per Fall FTE

Source	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Tuition and Fees	3,705,349	4,439,163	4,364,180	4,096,626	3,981,928
State Appropriations	7,088,750	6,923,831	8,442,439	9,237,733	9,984,666
Grand Total	10,794,099	11,362,994	12,806,619	13,334,359	13,966,594
Fall FTE	2,677	2,745	2,766	2,626	2,536
Operating Revenues Per Fall FTE	4,032	4,140	4,630	5,078	5,507

EGSC HAS A DEMONSTRATED, STABLE FINANCIAL BASE**Statement of Financial Position of Unrestricted Net Assets**

Unrestricted Net Assets are a separate component of the College's Net Position included in the annual audited financial report. Unrestricted net assets represent funds available to meet on-going operational needs of the institution.

USG policy and procedures support Georgia law requiring unused and unobligated State Appropriated funds and Miscellaneous Education and General Funds be lapsed and returned to the State Treasury at the end of each fiscal year. Additionally, institutions may retain in net assets only 3% of net tuition funds each year; net tuition funds in excess of 3% are returned to State Treasury per Georgia State Code 45-12-89 ([EGSC BOR BPM 8.5.3 Original Budget.pdf](#); [EGSC GA Budgetary Law OCGA 45-12-89.pdf](#)). These requirements limit member institutions from the accumulation of unrestricted net assets. However, BOR policy and internal control requirements for balanced original and amended annual budgets ensure that the institution is operating within the budget and maintains the ability to meet annual operating expenditures ([EGSC BOR Policy Section 7.2 USG Budget.pdf](#)).

One item that positively affects EGSC's unrestricted net assets is the operation of on-campus housing. EGSC opened its first on-campus student housing in Swainsboro in Fall 2011 with 200 beds. An additional 212 bed facility was added in fall 2016 as part of the Master Concession Agreement (MCA), a P3 partnership, with Corvias Campus Living-USG, LLC ([EGSC CCL Master Concession Agreement.pdf](#)). As part of this partnership, Corvias assumed operational control over the existing housing effective July 1, 2015. The MCA defines the roles of each of the 3 partners included in the agreement. EGSC's retained services are residence life, security, grounds, advertising, and rent collection. Corvias is responsible for all other functions related to the operation of units. Because of this agreement, EGSC has no debt associated with its housing enterprise.

An item that negatively affects the College's unrestricted net assets is the recording of Pension and Other Post Employment Liability (OPEB) in recent years. The effects of these items are removed below to provide a more useful report on operations and net position.

As the table below demonstrates, unrestricted net assets exclusive of plant, pension and OPEB liability has remained stable over the last five years. Pension liabilities were initially recorded in FY 2015 and OPEB liabilities were recorded in FY 2018. Capital Assets, Net increased from \$22,956,247 in FY 2015 to \$26,895,718 in FY 2019. The reduction in asset amounts experienced in FY 2016 was a result of reduced Capital Funding for FY 2016 and also the timing of purchases related to a reduction in amounts carried over from FY 2016 to FY 2017 due to fewer open purchase orders at FY 2016 fiscal year end. Also, note the virtual absence of Capital Related Debt. The Capital Related Debt consist of insignificant capital leases and accruals related to construction projects in progress at year-end. As noted above, when the effects of Plant and Plant-Related Debt, Pension and OPEB Liability are removed and in consideration of the explanation above related to the accumulation of net assets, East Georgia's Unrestricted Net Assets available to fund continuing operations is strong and has been stable over the last five years.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Net Assets	17,192,620	16,188,254	19,564,682	2,793,717	3,839,238
Restricted Net Assets	(61,484)	(69,122)	(86,391)	(205,982)	(71,941)
Unrestricted Net Assets	17,131,136	16,119,132	19,478,291	2,587,735	3,767,297
Capital Assets, Net	(22,956,247)	(22,608,910)	(25,725,433)	(26,105,766)	(26,895,718)
Capital Related Debt	6,422	35,769	152,491	2,828	395,192
Unrestricted Net Assets, Exclusive of Plant and Plant-Related Debt	(5,818,689)	(6,454,009)	(6,094,651)	(23,515,203)	(22,733,229)
Deferred Outflow of Resources					
Pension	(1,056,246)	(1,114,329)	(3,311,939)	(2,508,002)	(2,824,518)
OPEB				(1,367,708)	(2,157,777)
Retirement Liability					
Pension	7,168,982	8,270,442	11,574,056	10,956,411	10,952,592
OPEB				17,993,671	18,477,430
Deferred Inflow of Resources					
Pension	2,499,259	1,103,391	310,969	291,188	417,188
OPEB				1,232,160	2,356,211
Remove Effects of Pension and and OPEB Liability	8,611,995	8,259,504	8,573,086	26,597,720	27,221,126
Unrestricted Net Assets Available to Fund Continuing Operations	2,793,306	1,805,495	2,478,435	3,082,517	4,487,897

The East Georgia State College Foundation, Inc.

The East Georgia State College Foundation, Inc. (EGSCF) is a not-for-profit organization established to raise and manage private dollars to meet the needs of EGSC that are not funded through state allocations. The EGSCF is financially sound and demonstrates financial stability in support of the college's core mission.

Source Documents ([EGSCF 63015 Audited FS.pdf](#); [EGSCF 63016 Audited FS.pdf](#); [EGSCF 63017 Audited FS.pdf](#); [EGSCF 63018 Audited FS.pdf](#); [EGSCF 63019 Audited FS.pdf](#)).

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Net Assets	1,195,057	2,206,125	2,027,775	2,371,346	2,742,222
Support and Revenue					
Contributions	1,255,543	210,392	766,721	789,116	217,769
Investment Income (Loss)	21,724	16,723	107,357	83,978	55,991
Other Revenue	14,949	7,499	5,642	7,900	107,826
Total Support and Revenue	1,292,216	234,614	879,720	880,994	381,586
Expenses					
Awards and Scholarships	115,203	207,072	300,056	320,117	308,466
College Support	165,945	205,892	236,093	190,001	162,263
Total Expenses	281,148	412,964	536,149	510,118	470,729
Change in Net Assets	1,011,068	(178,350)	343,571	370,876	(89,143)
Ending Net Assets	2,206,125	2,027,775	2,371,346	2,742,222	2,653,079

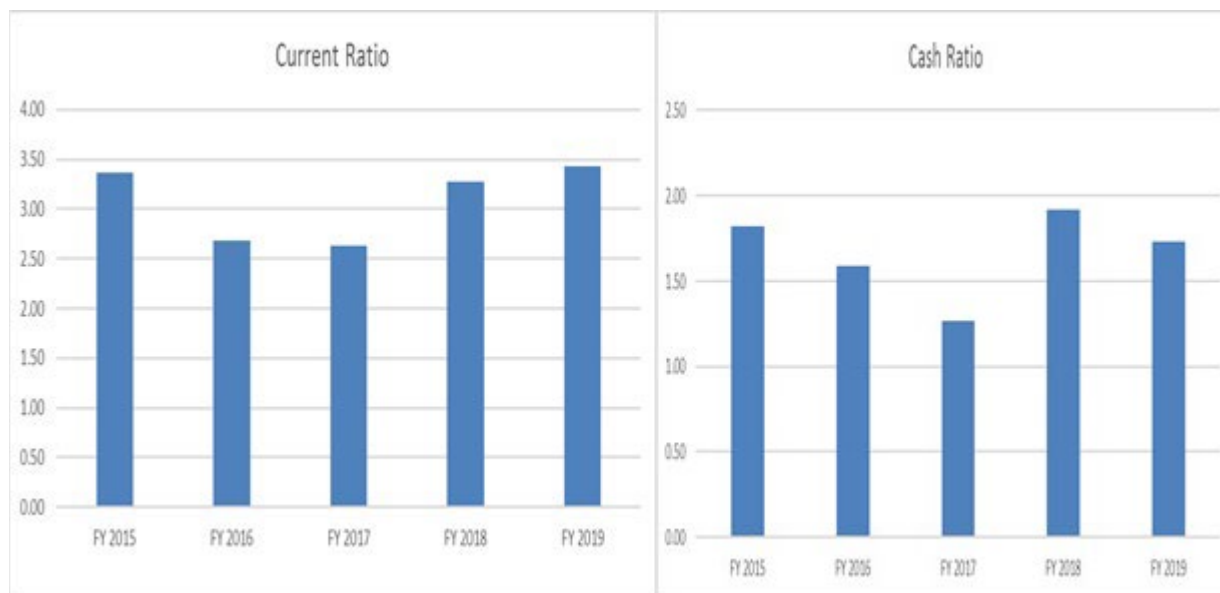
The Net Assets of the Foundation provide a stable base to support the activities of EGSC. Support of EGSC in the form of expenses has increased 67% from \$281,148 in FY 2015 to \$470,729 in FY 2019.

Ratio Analysis

Another indication of financial stability is revealed through an analysis of certain financial ratios. A financial analysis of the current and cash ratios measures the ability of the institution to fund current operations. The current ratio which measures current assets divided by current liabilities shows a five-year average of 3.08. The cash ratio which measures cash divided by current liabilities shows a five-year average of 1.67.

As is shown in the charts below, EGSC's current and cash ratios are strong indicating the liquidity necessary to fund ongoing operations.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).



EGSCS FINANCIAL RESOURCES ARE MANAGED TO SUPPORT THE MISSION OF THE INSTITUTION AND THE SCOPE OF ITS PROGRAMS AND SERVICES

Budget Planning and Approval Process

EGSC's budget planning and development process is comprehensive and includes reviewing revenue projections, planning how to support the institution's strategic plan initiatives, and analyzing the potential impact of enrollment and economic trends. They include:

- Changes in state appropriation allocations
- Proposed changes in student tuition and fee rates
- Enrollment projections
- Strategic priorities defined by the institution and USG
- Projected nondiscretionary institutional costs such as changes in employee fringe benefits, utilities, and regulatory requirements

The attached timeline documents this process ([EGSC Budget Calendar.pdf](#)).

EGSC is one of twenty-six colleges and universities within the USG that follows the attached "[EGSC USG Budget Calendar](#)" during budget development. The annual budget development process begins with collection and analysis of financial data and enrollment trends and includes the annual process for development of mandatory fee rates, meal plan charges and student room and board rates that begins in late fall of each year and includes several steps as well as participation from various campus administrative units. EGSC follows requirements of the USG BOR for assessing the need for increases in student tuition and fee rates ([EGSC BOR Policy Section 7.2 USG Budget.pdf](#)). This process also includes the submission of the USG Budget Hearing Template ([EGSC 2020 Budget Hearing Template.pdf](#)) and a meeting with USG officials to discuss prior year results and the upcoming fiscal year. The budget process culminates with the annual submission of EGSC's original budget to the USG for presentation and approval by the USG BOR ([EGSC FY 2020 USG Budget Approval.pdf](#); [EGSC FY 2020 USG Budget.pdf](#)).

State allocations, tuition and fee rates and salary increases are approved at the April meeting of the BOR with institutional budget approval normally occurring in May ([EGSC BOR Policy Section 7.2 USG Budget.pdf](#); [EGSC BOR BPM Section 8.pdf](#)).

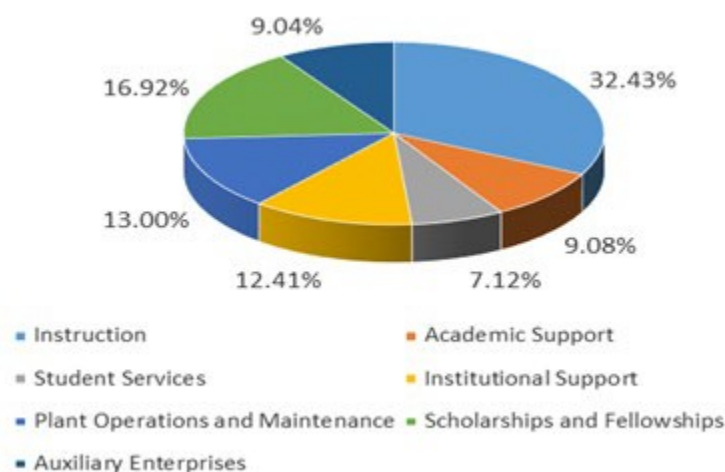
Programs and Services

The chart and table below in Figure 2 demonstrate how EGSC has allocated resources. Over the past 5 years, even with fluctuations in individual revenue sources of state appropriations and student tuition and fees, EGSC has accomplished funding core functions of instruction, academic support, and student services consistently. The expenditures on instruction have been up every year from FY 2015 to FY 2019, increasing 30% overall during that period. Expenditures in academic support rose 2% and in student services increased 11% during that period. Here too, EGSC’s core functions of providing educational and support services to its students are in a very healthy condition financially.

As noted in the table below, all functional areas of the College have either grown or remained stable over the last five years. Instruction has been the functional area receiving the greatest financial support and experiencing the greatest institutional growth in expenditures since FY 2015, increasing \$2 million during that time, despite a modest enrollment decline.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Figure 2: Expenditures By Function FY 2019



Expenditures By Function

Function	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Instruction	6,667,260	7,106,941	8,109,815	8,444,934	8,655,117
Research		1,270			
Academic Support	2,369,074	2,161,002	2,264,930	2,495,361	2,422,326
Student Services	1,713,232	2,000,965	1,919,228	1,933,951	1,899,568
Institutional Support	2,539,390	2,730,926	2,945,566	3,070,114	3,311,135
Plant Operations and Maintenance	2,962,512	2,847,514	2,658,438	3,526,397	3,468,468
Scholarships and Fellowships	4,582,907	4,918,264	4,504,420	4,365,503	4,516,609
Auxiliary Enterprises	2,300,851	2,362,754	2,266,486	2,293,536	2,413,115
Grand Total	23,135,226	24,129,636	24,668,883	26,129,796	26,686,338

CONCLUSION

As demonstrated by the EGSC audits, annual financial reports and budget documents, EGSC has sound financial resources and a demonstrated, stable financial base to support its mission and the scope of its programs and services.

Sources

-  EGSC 2020 Budget Hearing Template
-  EGSC AFR FY 2015
-  EGSC AFR FY 2016
-  EGSC AFR FY 2017
-  EGSC AFR FY 2018
-  EGSC AFR FY 2019
-  EGSC BOR BPM 8.5.3 Original Budget
-  EGSC BOR BPM Section 8
-  EGSC BOR Policy Section 7.2 USG Budget
-  EGSC Budget Calendar
-  EGSC CCL Master Concession Agreement
-  EGSC FY 2015 Agreed Upon Procedures Report
-  EGSC FY 2016 Full Disclosure Management Report
-  EGSC FY 2017 USG Financial Review
-  EGSC FY 2018 USG Financial Review
-  EGSC FY 2019 Full Disclosure Management Report
-  EGSC FY 2020 USG Budget
-  EGSC FY 2020 USG Budget Approval
-  EGSC Fall FTE Enrollment FY 2015_2019
-  EGSC GA Budgetary Law OCGA 45-12-89
-  EGSC USG Budget Calendar
-  EGSCF 63015 Audited FS
-  EGSCF 63016 Audited FS
-  EGSCF 63017 Audited FS
-  EGSCF 63018 Audited FS
-  EGSCF 63019 Audited FS

13.2

Financial Documents

The member institution provides the following financial statements:

- a. 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 system-wide or statewide audit) 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.
- b. 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.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled Accreditation Procedures for Applicant Institutions.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) provides, as part of this compliance certification, an institutional audit for the most recent fiscal year; 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 an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by EGSC's governing board, the Board of Regents (BOR) of the University System of Georgia (USG).

EGSC'S FINANCIAL AUDIT FOR THE MOST RECENT FISCAL YEAR IS PROVIDED

EGSC's institutional audit for fiscal year ended June 30, 2019 is provided with this Compliance Certification and contained no material deficiencies. This was consistent with audit reports for the past 5 years. (See [EGSC FY 2019 Full Disclosure Management Report.pdf](#)). EGSC has sound financial resources and a demonstrated, stable financial base to support of the College's core mission of instruction, academic support, and student services and the scope of its programs and services. (See Section 13.1 of this Compliance Certification.)

EGSC's financial reports and various other documents, including the above FY19 audit, validate that, over a long period of time, EGSC has a demonstrated, stable financial base. Oversight by the USG and the Georgia Department of Audit and Accounts (DOAA) provides the ultimate authority in safeguarding the state of Georgia's and, consequently, EGSC's resources. EGSC's five most recent financial audits ([EGSC FY 2015 Agreed Upon Procedures Report.pdf](#); [EGSC FY 2016 Full Disclosure Management Report.pdf](#); [EGSC FY 2017 USG Financial Review.pdf](#); [EGSC FY 2018 USG Financial Review.pdf](#); [EGSC FY 2019 Full Disclosure Management Report.pdf](#)) provide solid evidence to confirm the demonstrated, stable financial base.

EGSC prepares its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The DOAA provides EGSC's annual independent financial audit, and a separate Subpart F of the OMB Uniform Guidance. In recent years, as noted above, the USG's Internal Audit function has performed Financial Reviews. Audit field work is generally conducted from mid-August until mid-September each year. Audited financial statements are generally not issued by the DOAA or the USG until mid-November.

As part of the 2016 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award for management's consideration and correction. The specific procedural process revealed Weaknesses in Logical Access IT General Controls. These comments indicated that the College's policies and procedures were insufficient to provide adequate internal controls over logical access IT general controls. After this finding, the College implemented a procedure that included monitoring various reports detailing user activity and periodically reviewing the reports to ensure that the prescribed monitoring is occurring and is properly documented.

In the same 2016 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award as it related to the timely return of Title IV Funds. A sampling of 25 students to test compliance revealed that funds were not returned in the appropriate timeframe for seven students. The College reviewed its process for determining that students had withdrawn, either officially or unofficially, and regularly performs internal reviews to ensure that Title IV funds are returned in a timely manner ([EGSC Procedure for Return of Title IV Funds.pdf](#); [EGSC Procedure for Tuition and Fee Refunds.pdf](#)).

A second operational matter regarding Federal Award was observed as it related to Improper Enrollment Reporting. The State Auditor tested 25 students who withdrew during the Fall 2015 and Spring 2016 semesters and it was revealed that six students' withdrawals were not reported to the National Student Loan Data System (NSLDS) in a timely manner. The Auditors also found that thirteen students' withdrawn status was never reported to the NSLDS. The College reviewed its processes and implemented procedures to ensure that all changes in student enrollment statuses are reported in a timely manner to the NSLDS ([EGSC Clearinghouse Procedure.pdf](#)).

As part of the 2019 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award as it related to Improper Enrollment Reporting. The State Auditor tested 40 students who withdrew during the Fall 2018 and Spring 2019 semesters and it was revealed that eight students' withdrawals were not reported to the National Student Loan Data System (NSLDS) in a timely manner. The Auditors also found that two students' withdrawn status was never reported to the NSLDS. The College reviewed its processes and implemented procedures to ensure that all changes in student enrollment statuses are reported in a timely manner to the NSLDS ([EGSC Clearinghouse Procedure.pdf](#)).

STATEMENT OF FINANCIAL POSITION OF UNRESTRICTED NET ASSETS IS PROVIDED

A Statement of Unrestricted Net Assets, exclusive of plant and plant-related debt, pension and OPEB liability, is provided below. This statement covers multiple years: FY15 through FY19.

Unrestricted Net Assets are a separate component of EGSC's Net Position included in the annual audited financial report. Unrestricted net assets represent funds available to meet on-going operational needs of the institution.

USG policy and procedures support Georgia law requiring unused and unobligated State Appropriated funds and Miscellaneous Education and General Funds be lapsed and returned to the State Treasury at the end of each fiscal year. Additionally, institutions may retain in net assets only 3% of net tuition funds each year; net tuition funds in excess of 3% are returned to State Treasury per Georgia State Code 45-12-89 ([EGSC USG BPM 8.5.3 Original Budget.pdf](#));

[EGSC GA Budgetary Law OCGA 45-12-89.pdf](#)). These requirements limit member institutions from the accumulation of unrestricted net assets. However, BOR policy and internal control requirements for balanced original and amended annual budgets ensure that the institution is operating within the budget and maintains the ability to meet annual operating expenditures ([EGSC BOR Policy 7.2 USG Budget.pdf](#)).

One item that positively affects EGSC's unrestricted net assets is the operation of on-campus housing. EGSC opened its first on-campus student housing in Swainsboro in Fall 2011 with 200 beds. An additional 212 bed facility was added in fall 2016 as part of the Master Concession Agreement (MCA), a P3 Partnership, with Corvias Campus Living-USG, LLC ([EGSC CCL Master Concession Agreement.pdf](#)). As part of this partnership, Corvias assumed operational control over the existing housing effective July 1, 2015. The MCA defines the roles of each of the 3 partners included in the agreement. EGSC's retained services are residence life, security, grounds, advertising, and rent collection. Corvias is responsible for all other functions related to the operation of units. Because of this agreement, EGSC has no debt associated with its housing enterprise.

An item that negatively affects EGSC's unrestricted net assets is the recording of Pension and Other Post Employment Liability in recent years. The effects of these items are omitted from the table below to provide a more useful report on operations and net position.

As the table below demonstrates, unrestricted net assets exclusive of plant, pension and OPEB liability has remained stable over the last five years. Pension liabilities were initially recorded in FY 2015 and OPEB liabilities were recorded in FY 2018. Capital Assets, Net increased from \$22,956,247 in FY 2015 to \$26,895,718 in FY 2019. The reduction in asset amounts experienced in FY 2016 was a result of reduced Capital Funding for FY 2016 and also the timing of purchases related to a reduction in amounts carried over from FY 2016 to FY 2017 due to fewer open purchase orders at FY 2016 fiscal year end. Also, note the virtual absence of Capital Related Debt. The Capital Related Debt consists of insignificant capital leases and accruals related to construction projects in progress at year-end. As noted above, when the effects of Plant and Plant-Related Debt, Pension and OPEB Liability are removed and in consideration of the explanation above related to the accumulation of net assets, EGSC's Unrestricted Net Assets available to fund continuing operations is strong and has been stable over the last five years.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Net Assets	17,192,620	16,188,254	19,564,682	2,793,717	3,839,238
Restricted Net Assets	(61,484)	(69,122)	(86,391)	(205,982)	(71,941)
Unrestricted Net Assets	17,131,136	16,119,132	19,478,291	2,587,735	3,767,297
Capital Assets, Net	(22,956,247)	(22,608,910)	(25,725,433)	(26,105,766)	(26,895,718)
Capital Related Debt	6,422	35,769	152,491	2,828	395,192
Unrestricted Net Assets, Exclusive of Plant and Plant-Related Debt	(5,818,689)	(6,454,009)	(6,094,651)	(23,515,203)	(22,733,229)
Deferred Outflow of Resources					
Pension	(1,056,246)	(1,114,329)	(3,311,939)	(2,508,002)	(2,824,518)
OPEB				(1,367,708)	(2,157,777)
Retirement Liability					
Pension	7,168,982	8,270,442	11,574,056	10,956,411	10,952,592
OPEB				17,993,671	18,477,430
Deferred Inflow of Resources					
Pension	2,499,259	1,103,391	310,969	291,188	417,188
OPEB				1,232,160	2,356,211
Remove Effects of Pension and and OPEB Liability	8,611,995	8,259,504	8,573,086	26,597,720	27,221,126
Unrestricted Net Assets Available to Fund Continuing Operations	2,793,306	1,805,495	2,478,435	3,082,517	4,487,897

ANNUAL BUDGET APPROVED BY THE BOR IS PROVIDED

EGSC's budget planning and development process is comprehensive and includes reviewing revenue projections, planning how to support the institution's strategic plan initiatives, and analyzing the potential impact of enrollment and economic trends. They include:

- Changes in state appropriation allocations
- Proposed changes in student tuition and fee rates
- Enrollment projections
- Strategic priorities defined by the institution and USG
- Projected nondiscretionary institutional costs such as changes in employee fringe benefits, utilities, and regulatory requirements.

The attached timeline documents this process ([EGSC Budget Calendar.pdf](#)).

EGSC is one of twenty-six colleges and universities within the USG that follows the attached "[EGSC USG Budget Calendar](#)" during budget development. The annual budget development process begins with collection and analysis of financial data and enrollment trends and includes the annual process for development of mandatory fee rates, meal plan charges and student room and board rates that begins in late fall of each year and includes several steps as well as participation from various campus administrative units. EGSC follows requirements of the USG BOR for assessing the need for increases in student tuition and fee rates ([EGSC BOR Policy 7.3 Tuition and Fees.pdf](#)). This process also includes the submission of the USG Budget Hearing Template ([EGSC 2020 Budget Hearing Template.pdf](#)) and a meeting with USG officials to discuss prior year results and the upcoming fiscal year. The budget process culminates with

the annual submission of EGSC's original budget to the USG for presentation and approval by the USG BOR ([EGSC FY 2020 USG Budget.pdf](#); [EGSC FY 2020 USG Budget Approval.pdf](#)).

State allocations, tuition and fee rates and salary increases are approved at the April meeting of the BOR with institutional budget approval normally occurring in May ([EGSC BOR Policy 7.2 USG Budget.pdf](#); [EGSC BOR BPM Section 8.pdf](#)).

CONCLUSION

EGSC has provided an institutional audit for FY19, the most recent fiscal year; 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 an annual budget approved by the BOR, which was preceded by sound planning and was subject to sound financial procedures.

Sources

- [EGSC 2020 Budget Hearing Template](#)
- [EGSC AFR FY 2015](#)
- [EGSC AFR FY 2016](#)
- [EGSC AFR FY 2017](#)
- [EGSC AFR FY 2018](#)
- [EGSC AFR FY 2019](#)
- [EGSC BOR BPM 8.5.3 Original Budget](#)
- [EGSC BOR BPM Section 8](#)
- [EGSC BOR Policy 7.3 Tuition and Fees](#)
- [EGSC BOR Policy Section 7.2 USG Budget](#)
- [EGSC Budget Calendar](#)
- [EGSC CCL Master Concession Agreement](#)
- [EGSC Clearinghouse Procedure](#)
- [EGSC FY 2015 Agreed Upon Procedures Report](#)
- [EGSC FY 2016 Full Disclosure Management Report](#)
- [EGSC FY 2017 USG Financial Review](#)
- [EGSC FY 2018 USG Financial Review](#)
- [EGSC FY 2019 Full Disclosure Management Report](#)
- [EGSC FY 2020 USG Budget](#)
- [EGSC FY 2020 USG Budget Approval](#)
- [EGSC GA Budgetary Law OCGA 45-12-89](#)
- [EGSC Procedure for Return of Title IV Funds](#)
- [EGSC Procedure for Tuition and Fee Refunds](#)
- [EGSC USG Budget Calendar](#)

13.3

Financial Responsibility

The institution manages its financial resources in a responsible manner.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has a comprehensive budget planning and approval process tied to institutional initiatives set by its strategic plan, operating surpluses, sound operational cash flows, stable financial resources, adequate revenue streams, and support for core functions. These factors demonstrate that EGSC responsibly manages its financial resources.

SUSTAINABLE FINANCIAL MANAGEMENT

Managing Financial Risks Responsibly

Not unlike other similar institutions, EGSC faces inherent risks to its financial viability. These risks include but are not limited to, enrollment declines, limited or no tuition increases, and reductions in state appropriations.

After many years of increases, EGSC's enrollment has growth has stalled in recent years. The college is working diligently to ensure enrollment stability and growth. Pages 1 – 12 of the FY 21 Combined Budget Questions and Budget Template provides enrollment data, projections, and plans, for both regular enrollment and dual enrollment. The plans to increase enrollment mentioned in the budget document include initiatives such as new majors, the college readiness tour, partnerships with Georgia Southern University and Augusta University, a focus on non-traditional students, and efforts to increase retention. Specific recent additional steps include a proposed partnership with Crider Foods, a local food processing company, and devoting additional resources to housing students to increase student success.

A major component of EGSC's mission is preparing underprepared students to be successful in a college environment. This process is very labor-intensive and requires additional staff in all areas that interact with students. Because of this reality, accumulating funds in the operating budget by eliminating or holding positions open in anticipation of budget reductions is counterproductive and does not increase the success of our students. However, EGSC does recognize the reality of potential state-mandated budget reductions especially during economic downturns. Also, the University System of Georgia (USG) is finding it more difficult to approve tuition increases due to public opinion and legislative pressure. In situations that require adjustments based on revenue projections, EGSC relies on its budget planning and approval process detailed below.

Budget Planning and Approval Process

EGSC's budget planning and development process is comprehensive and includes reviewing revenue projections, planning how to support the institution's strategic plan initiatives, and analyzing the potential impact of enrollment and economic trends. They include:

- Changes in state appropriation allocations
- Proposed changes in student tuition and fee rates
- Enrollment projections
- Strategic priorities defined by the institution and USG

- Projected nondiscretionary institutional costs such as changes in employee fringe benefits, utilities, and regulatory requirements

An example of planning and responding to changing circumstances occurred during FY 2018. EGSC underwent a budget reduction and internal reorganization in January 2018 due to decreased enrollment in Fall 2017 and increased expenses. Specifically, a budget reduction for the remainder of FY 2018 and a plan to further reduce expenditures in FY 2019 was necessary. The budget reduction and internal reorganization plan were based on unit head recommendations for budget reductions after conducting position evaluations using three criteria:

- 1) Central to the college's mission;
- 2) Essential for ensuring student success; and
- 3) Effective and productive providers of essential student services.

The internal reorganization combined Academic Affairs and Student Affairs and combined the School of Social Sciences with the School of Humanities. Seven filled, and thirteen vacant positions were eliminated; however, all employees in eliminated positions were offered employment opportunities (open positions as a result of earlier hiring freeze) at the institution. The reorganization resulted in a better alignment of institutional and mission-related needs, and as a result, EGSC realized savings of \$850,000.

This reorganization allowed the institution to ensure fiscal integrity and to better align spending with established institutional priorities.

OPERATING SURPLUSES

Budget Fund Reserves and Auxiliary Net Assets

State Law requires the College to return any unspent tuition and fees collected each year above the statutorily permitted carry-forward balance. Certain funds are exempt from the requirement to return unused funds.

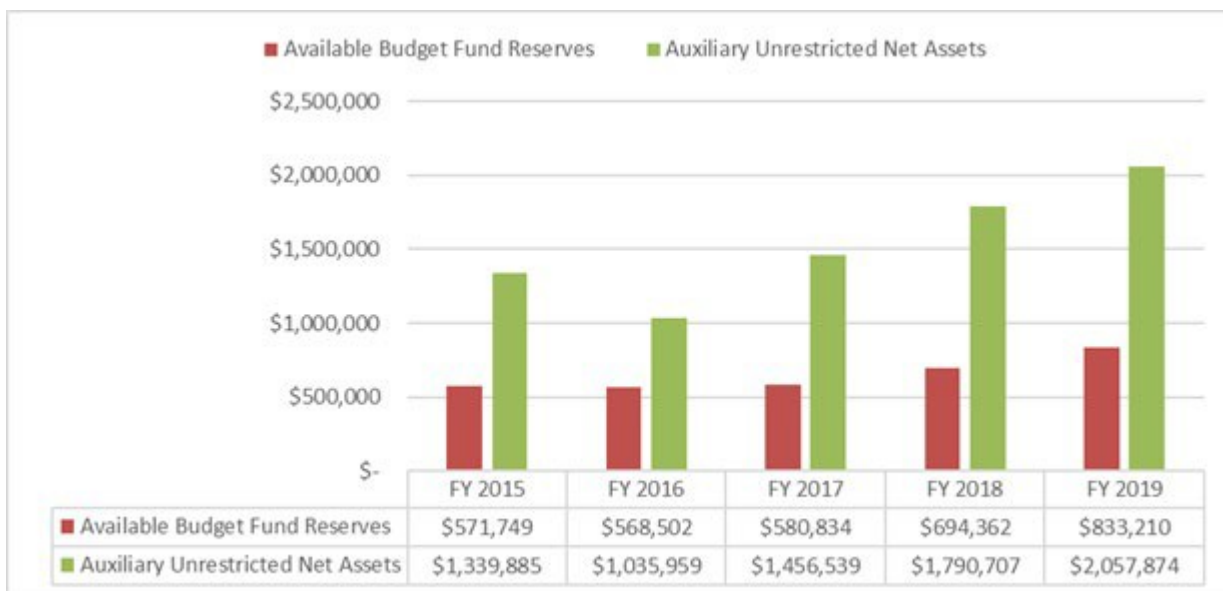
Through sound budget management and controls over expenditures, the College has increased balances in funds not subject to lapse over the last five years. EGSC's budget fund reserves available to fund ongoing operations consist of indirect cost recovery, technology, restricted/sponsored, and tuition carry forward.

Current law allows for up to 3% of the prior year's total tuition revenue to be carried forward or reserved, for the following fiscal year. EGSC has carried forward close to the maximum 3% tuition reserve over the FY 2015 to FY 2019 period.

Auxiliary Funds are also not subject to lapse.

Budget fund reserves and auxiliary unrestricted net assets have remained strong during recent years. The decline in auxiliary net assets in FY 2016 can be mostly attributed to cafeteria improvements in anticipation of additional residential students. Net assets recovered in FY 2017 and FY 2018. Please see chart below for details:

Source Documents ([EGSC Reserve and Net Asset Balances](#), [EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).



OPERATIONAL CASH FLOWS

Cash Flows are another measure of financial health. Cash flow from operations is usually negative as is the annual operational loss. However, when combined with cash flows from non-capital financing activities, which includes significant amounts for state appropriations and grants, the amount available for operations is positive. As is documented in the chart below, EGSC’s cash available for operations have remained positive.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Cash Flows Related to Operations

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Cash Flows From Operations	(15,376,183)	(16,535,060)	(15,798,770)	(17,410,146)	(18,139,430)
Cash Flows From Non-Capital Financing Activities	16,578,955	16,713,669	16,908,812	18,691,222	18,496,227
	1,202,772	178,609	1,110,042	1,281,076	356,797

STABLE FINANCIAL RESOURCES

Net Assets

Unrestricted Net Assets are a separate component of the College’s Net Position included in the annual audited financial report.

Unrestricted net assets represent funds available to meet the on-going operational needs of the institution.

One item that positively affects EGSC’s unrestricted net assets is the operation of on-campus housing. EGSC opened its first on-campus student housing in Swainsboro in Fall 2011 with 200 beds. An additional 212-bed facility was added in fall 2016 as part of the Master Concession Agreement, a P3 Partnership, with Corvias Campus Living-USG, LLC ([EGSC CCL Master Concession Agreement.pdf](#)). As part of this agreement, Corvias assumed operational control over the existing housing effective July 1, 2015. The Master Concession Agreement defines the roles of each of the three partners included in the agreement. EGSC’s retained services are residence life, security, grounds, advertising, and rent collection. Corvias is responsible for all

other functions related to the operation of units. Because of this agreement, EGSC has no debt associated with its housing enterprise. Except for a small amount related to capital leases, the capital-related debt shown in the chart below results from year-end accruals related to ongoing construction projects. The college carries no other debt.

An item that negatively affects EGSC's unrestricted net assets is the recording of Pension and Other Post Employment Liability (OPEB) in recent years. These Pension and OPEB liabilities are mostly funded through state appropriation and tuition and fees that are subject to state surplus rules which prevent the accumulation of budgetary fund balance. Therefore, the College is statutorily unable to maintain accumulated net position to offset these pension and OPEB liabilities. The effects of these items are removed below to provide a more useful report on operations and net position.

Please note that EGSC's Unrestricted Net Assets available to fund continuing operations is strong and has been stable over the last five years.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

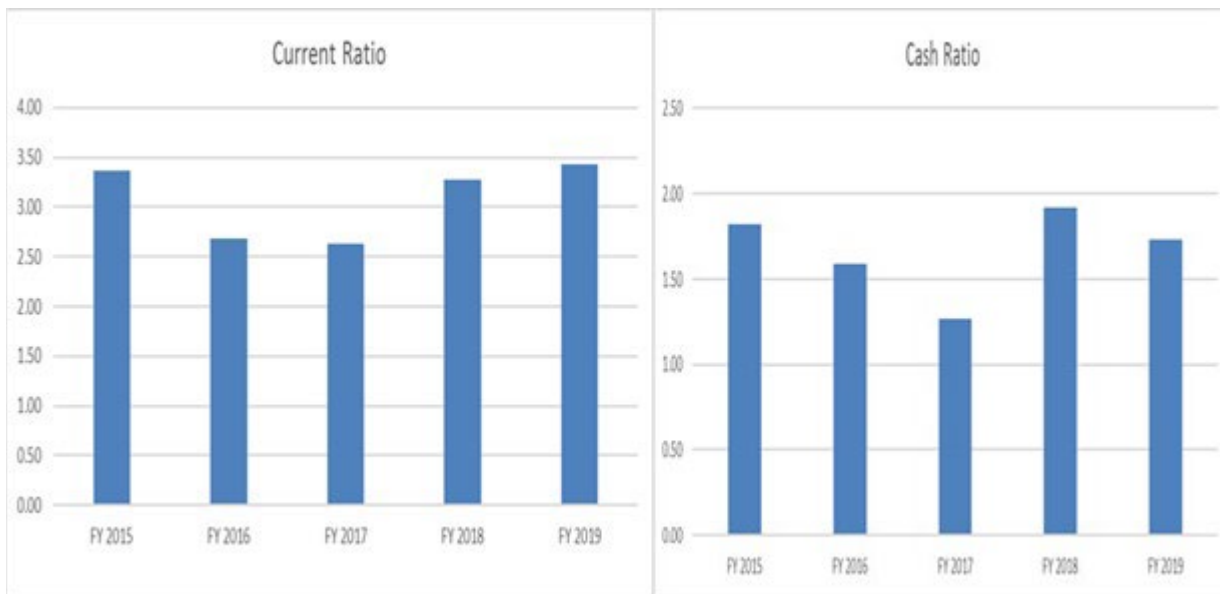
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Net Assets	17,192,620	16,188,254	19,564,682	2,793,717	3,839,238
Restricted Net Assets	(61,484)	(69,122)	(86,391)	(205,982)	(71,941)
Unrestricted Net Assets	17,131,136	16,119,132	19,478,291	2,587,735	3,767,297
Capital Assets, Net	(22,956,247)	(22,608,910)	(25,725,433)	(26,105,766)	(26,895,718)
Capital Related Debt	6,422	35,769	152,491	2,828	395,192
Unrestricted Net Assets, Exclusive of Plant and Plant-Related Debt	(5,818,689)	(6,454,009)	(6,094,651)	(23,515,203)	(22,733,229)
Deferred Outflow of Resources					
Pension	(1,056,246)	(1,114,329)	(3,311,939)	(2,508,002)	(2,824,518)
OPEB				(1,367,708)	(2,157,777)
Retirement Liability					
Pension	7,168,982	8,270,442	11,574,056	10,956,411	10,952,592
OPEB				17,993,671	18,477,430
Deferred Inflow of Resources					
Pension	2,499,259	1,103,391	310,969	291,188	417,188
OPEB				1,232,160	2,356,211
Remove Effects of Pension and and OPEB Liability	8,611,995	8,259,504	8,573,086	26,597,720	27,221,126
Unrestricted Net Assets Available to Fund Continuing Operations	2,793,306	1,805,495	2,478,435	3,082,517	4,487,897

Ratio Analysis

Another indication of financial stability is revealed through an analysis of certain financial ratios. A financial analysis of the current and cash ratios measures the ability of the institution to fund current operations. The current ratio which measures current assets divided by current liabilities shows a five-year average of 3.08. The cash ratio which measures cash divided by current liabilities shows a five-year average of 1.67.

As is shown in the charts below, EGSC’s current and cash ratios are strong, indicating the liquidity necessary to fund ongoing operations.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).



ADEQUATE REVENUE STREAMS

Revenue by Source

The financial resources of EGSC are strengthened by a diversity of revenue sources. Total revenues for fiscal year 2019 totaled \$27,731,859. Fiscal year 2019, operating revenues increased by \$1.2 million over fiscal year 2018 from increases in state appropriations, sponsored research through grants and contracts, and auxiliary operations.

As can be seen from the table below, tuition and fee revenue has been uneven over the last five years, while state appropriations have increased significantly over the same five-year period. Auxiliary revenue decreased in FY 2016 due to the transfer of Housing through the P3 initiative of the USG. An increase in FY 2017 is the product of a second housing unit being added, resulting in increased payments from the concessionaire, Corvias Campus Living, and the revenue generated from additional meal plans. Overall, revenue streams for these three basic sources of operational revenue have increased over the last five years.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Revenue By Source

Source	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Tuition and Fees	3,705,349	4,439,163	4,364,180	4,096,626	3,981,928
State Appropriations	7,088,750	6,923,831	8,442,439	9,237,733	9,984,666
Grants and Contracts	9,254,443	9,216,125	9,042,757	9,016,246	9,201,731
Sales and Services	9,625	25,949	2,345	1,470	11,799
Auxiliary	2,817,517	2,092,577	2,762,654	2,714,785	2,807,410
Capital Grants and Gifts	905,004	229,943	3,282,623	808,696	1,115,265
Other	300,250	197,682	148,313	657,919	629,060
Grand Total	24,080,938	23,125,270	28,045,311	26,533,475	27,731,859

Operating Revenue Per Fall FTE

EGSC's base operating budget consist of tuition and fee revenue and state appropriations. As depicted in the table below, EGSC has experienced enrollment challenges during the last two years; however, total operating revenues and operating revenues per FTE have increased during the last five years demonstrating that sound financial resources are available to fund operations on an ongoing basis.

Source Document ([EGSC Fall FTE Enrollment FY 2015_2019.pdf](#); [EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).

Operating Revenues Per Fall FTE

Source	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Tuition and Fees	3,705,349	4,439,163	4,364,180	4,096,626	3,981,928
State Appropriations	7,088,750	6,923,831	8,442,439	9,237,733	9,984,666
Grand Total	10,794,099	11,362,994	12,806,619	13,334,359	13,966,594
Fall FTE	2,677	2,745	2,766	2,626	2,536
Operating Revenues Per Fall FTE	4,032	4,140	4,630	5,078	5,507

SUPPORT FOR CORE FUNCTIONS**Programs and Services**

The table below demonstrates how the college has allocated resources. Over the past five years, even with fluctuations in individual revenue sources of state appropriations and student tuition and fees, the College has accomplished funding core functions of instruction, academic support, and student services consistently.

As noted in the table below, all areas of the College have remained stable or have seen growth in support over the last five years. Expenditures for Instruction have increased 30% over the last five years, from \$6,667,260 in FY 2015 to \$8,655,117 in FY 2019.

Source Documents ([EGSC AFR FY 2015.pdf](#); [EGSC AFR FY 2016.pdf](#); [EGSC AFR FY 2017.pdf](#); [EGSC AFR FY 2018.pdf](#); [EGSC AFR FY 2019.pdf](#)).









Expenditures By Function

Function	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Instruction	6,667,260	7,106,941	8,109,815	8,444,934	8,655,117
Research		1,270			
Academic Support	2,369,074	2,161,002	2,264,930	2,495,361	2,422,326
Student Services	1,713,232	2,000,965	1,919,228	1,933,951	1,899,568
Institutional Support	2,539,390	2,730,926	2,945,566	3,070,114	3,311,135
Plant Operations and Maintenance	2,962,512	2,847,514	2,658,438	3,526,397	3,468,468
Scholarships and Fellowships	4,582,907	4,918,264	4,504,420	4,365,503	4,516,609
Auxiliary Enterprises	2,300,851	2,362,754	2,266,486	2,293,536	2,413,115
Grand Total	23,135,226	24,129,636	24,668,883	26,129,796	26,686,338

CONCLUSION

As noted above, EGSC has a comprehensive budget planning and approval process tied to institutional initiatives set by its strategic plan, operating surpluses, sound operational cash flows, stable financial resources, adequate revenue streams, and support for core functions. These items demonstrate that EGSC responsibly manages its financial resources.

Sources

-  EGSC AFR FY 2015
-  EGSC AFR FY 2016
-  EGSC AFR FY 2017
-  EGSC AFR FY 2018
-  EGSC AFR FY 2019
-  EGSC CCL Master Concession Agreement
-  EGSC Fall FTE Enrollment FY 2015_2019
-  EGSC Reserve and Net Asset Balances
-  FY21 Combined Budget Questions and Budget Template - East Georgia State College

13.4

Control of Finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) exercises appropriate control of all its financial resources. Sound financial resource management is critical to the long-term stability of the College. Compliance with this principle is supported by multiple and various financial controls, which include approved, implemented and monitored campus policies and procedures specifically designed to minimize risks and adequately manage and protect EGSC's financial resources.

College budgets are carefully monitored, and control of those budgets is a primary means of assuring that funds are not expended in excess of their availability. Annual financial and compliance audits are conducted to ensure that financial transactions are recorded correctly, and internal controls are in place to protect resources. Lastly, the financial management staff is well qualified and experienced to manage the financial resources of the institution.

Policies Governing Control of Finances

Financial and business services of the College are conducted in accordance with the Board of Regents (BOR) of the University System of Georgia (USG) Policy Manual, section 7 Finance and Business (See [USG BOR Policy Section 7 Finance and Business](#) or), the USG BOR Business Procedures Manual ([USG BOR Business Procedures Manual](#)), and the State of Georgia Department of Administrative Services Procurement Manual ([Georgia Procurement Manual.pdf](#)).

EGSC maintains numerous fiscal policies designed to provide guidance to the campus community users over the security and risk management of financial resources. All campus policies are approved by the President's Cabinet. Once policies (or policy revisions) are approved, they are publicly posted to the Policies and Procedures section of the President's Office webpage.

Specific policies concerning financial controls include:

- Cash Management Policy – is administered for compliance by the Business Office staff through a review of daily deposits ([EGSC Cash Management Policy.pdf](#)).
- Purchasing Card Policy – is administered for compliance by the Business Services staff through a review of p-card transactions ([EGSC Purchasing Card Policy.pdf](#)).
- Contract Administration Policy – is administered for compliance by the Business Services staff through a vetted process of approval ([EGSC Contract Administration Policy.pdf](#)).
- Business Affairs Policy and Procedure Manual – is administered for compliance by Business Affairs through daily processing of purchasing and accounts payable transactions ([EGSC Business Affairs Policy and Procedures Manual.pdf](#)).
- Travel Policy – is administered for compliance by Business Services staff through a review of approval chain ([EGSC Travel Policy.pdf](#)).
- Fleet Management Policy – is administered for compliance by Business Services staff through a review of requests and available budget funds ([EGSC Fleet Management Policy.pdf](#)).

- Investment Policy – is administered for compliance by Business Affairs to ensure sound and prudent judgment in the management of investment assets ([EGSC Investment Policy.pdf](#)).

Where no specific policy exists, USG policies provide guidance. EGSC policies may be stricter than USG or DOAS policies.

Financial Accounting Software System Controls

In addition to these policies, member institutions of the USG, including EGSC, use the PeopleSoft Financials accounting system and the PeopleSoft Human Capital Management (HCM) system. PeopleSoft Financials is considered a best-in-class accounting system and its standardized use throughout the USG provides a variety of important financial controls not only at the institutional level but also at the coordinating USG level that provides a variety of system controls that assists in controlling the institution's finances.

Some examples of institutional controls include:

- The system provides a required separation of duties by not allowing the same user to prepare and post a financial journal entry.
- The system provides a required separation of duties by not allowing the same user to enter and approve a new supplier.
- Using ePro (electronic procurement), the system does not allow the same user to enter and approve an order of goods or services; final approval of all requisitions, resulting in the issuance of a purchase order, is conducted by Business Services staff.
- Payroll is administered for compliance by the Payroll Accountant by the mandatory use of OneUSG HCM, which provides built-in separation of duties for job posting and hiring approvals as well as budget office entry of accounts used for employee payroll.

Budget Control

The Vice President of Business Affairs performs routine reconciliations to ensure that revenue and expense budgets remain in balance by fund and monitors revenue budgets and actual revenue earned monthly to ensure revenue projections are being realized. Budget amendments are prepared to record changes to revenue and expense budgets based on the monthly review process.

Tuition and fee revenue is one of the institution's most critical sources of revenue other than State Appropriated funds. Monthly Tuition and Revenue Fee Review reports are monitored as they relate to revenue budgets.

EGSC exercises budgetary control over financial reports with a variety of procedural and system controls. The Budget Office receives budget transfers via intercampus email from the budget managers. The PeopleSoft financial system is configured to prevent any encumbrance or expense payment from being processed without sufficient budget funds in a unit budget. All budget checking errors are reviewed and responded to appropriately by the Budget Office.

Personal services (salary and benefit) budgets are maintained by the Vice President of Business Affairs. All positions must be fully funded prior to any faculty or staff employee being approved for hire by Human Resources (HR) or from being placed in the HR/Payroll system for payment processing. Hiring proposals are submitted through the HR system, PeopleAdmin, with appropriate approvals at each level. A personnel action form workflow is used to assure required approvals are in place prior to the expenditure of college funds ([EGSC Personnel Action Form.pdf](#)).

Budget managers have access to campus-wide financial and budget information via electronic budget reports each month, and more often if requested. These reports provide budget and expenditure information as additional control over college resources.

Annual Audit Controls

EGSC exercises strong financial controls over its resources and assets, as evidenced by consistently good annual financial audits and compliance with campus policies and procedures that are designed to protect the assets of the college. Annual financial reports are prepared in accordance with Generally Accepted Accounting Principles. The Georgia Department of Audits and Accounts (DOAA) or the Internal Audit division of the USG conducts either an institutional audit, a limited scope audit, or an agreed-upon procedures audit annually. This external audit includes a review of internal controls as required by Governmental Auditing Standards. The institution has never received a qualified audit opinion and routinely receives few if any, audit findings. Each annual audit engagement is followed by the issuance of either an Agreed Upon Procedures Report, a Full Disclosure Management Report, an Audit, or a USG Financial Review.

The annual report is provided to the USG Committee on Internal Audit, Risk, and Compliance, a standing committee of the USG BOR. This committee, chaired by the Vice-Chancellor for Internal Audits, is responsible for reporting audit report results to the Chancellor and the Board of Regents. The Vice-Chancellor of Internal Audits is also the recipient of any required audit corrective action plans for follow up and potential further review within the internal audit process.

The DOAA provides EGSC's annual independent financial audit and a separate statewide audit in accordance with 2CFR Subpart F of the OMB Uniform Guidance. ([EGSC FY 2019 Full Disclosure Management Report.pdf](#)) ([EGSC 2018 Single Audit Report.pdf](#)).

EGSC has sound financial resources, and a demonstrated, stable financial base to support EGSC's core mission of instruction, academic support, and student services and the scope of its programs and services.

EGSC's financial reports and various other documents validate that EGSC has a demonstrated, stable financial base. Oversight by the BOR USG and the DOAA provides the ultimate authority in safeguarding the state of Georgia's and, consequently, EGSC's resources. EGSC's five most recent financial audits ([EGSC FY 2015 Agreed Upon Procedures Report.pdf](#); [EGSC FY 2016 Full Disclosure Management Report.pdf](#); [EGSC FY 2017 USG Financial Review.pdf](#); [EGSC FY 2018 USG Financial Review.pdf](#); [EGSC FY 2019 Full Disclosure Management Report.pdf](#)) provide solid evidence to confirm the demonstrated, stable financial base.

The audit report for the fiscal year ended June 30, 2019, contained no material weaknesses. This was consistent with audit reports for the past five years. EGSC prepares its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The DOAA provides EGSC's annual independent financial audit, and a separate Subpart F of the OMB Uniform Guidance ([EGSC 2018 Single Audit Report.pdf](#)). In recent years, as noted above, the USG's Internal Audit function has performed Financial Reviews. Audit fieldwork is generally conducted from mid-August until mid-September each year. Audited financial statements are generally not issued by the DOAA or the USG until mid-November.

Results from the past four year's audits are as follows:

	2015	2016	2017	2018	2019
Audit Findings	0	1	0	0	0
Management Letter Comments	0	2	0	0	1
Immaterial Misstatement Noted	0	0	0	1	1

As part of the 2016 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award for management's consideration and correction. The specific procedural process revealed Weaknesses in Logical Access IT General Controls. These comments indicated that EGSC's policies and procedures were insufficient to provide adequate internal controls over logical access IT general controls. After this finding, EGSC implemented a procedure that included monitoring various reports detailing user activity and periodically reviewing the reports to ensure that the prescribed monitoring is occurring and is properly documented.

In the same 2016 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award as it related to the timely return of Title IV Funds. A sample of 25 students to test compliance revealed that funds were not returned in the appropriate timeframe for seven students. EGSC reviewed its process for determining that students had withdrawn, either officially or unofficially, and regularly performs internal reviews to ensure that Title IV funds are returned in a timely manner ([EGSC Procedure for Return of Title IV Funds.pdf](#); [EGSC Procedure for Tuition and Fee Refunds.pdf](#)).

A second operational matter regarding Federal Award was observed as it related to Improper Enrollment Reporting. The State Auditor tested 25 students who withdrew during the Fall 2015 and Spring 2016 semesters, and it was revealed that six students' withdrawals were not reported to the National Student Loan Data System (NSLDS) timely. The Auditors also found that thirteen students' withdrawn status was never reported to the NSLDS. EGSC reviewed its processes and implemented procedures to ensure that all changes in student enrollment statuses are reported on time to the NSLDS ([EGSC Clearinghouse Procedure.pdf](#)).

As part of the 2019 DOAA Management Report, the State Auditor observed a certain operational matter regarding Federal Award as it related to Improper Enrollment Reporting. The State Auditor tested 40 students who withdrew during the Fall 2018 and Spring 2019 semesters, and it found that eight students' withdrawals were not reported to the NSLDS in a timely manner. The Auditors also found that two students' withdrawn status was never reported to the NSLDS. EGSC reviewed its processes and implemented procedures to ensure that all changes in student enrollment statuses are reported timely to the NSLDS ([EGSC Clearinghouse Procedure.pdf](#)).

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Internal Audit and Risk Management Controls

EGSC does not maintain an Internal (IA) Audit Staff but has entered into a contractual agreement with Augusta University to provide this service ([EGSC Augusta University Internal Audit Memorandum of Understanding 2019-20](#)). The contracted IA staff reports directly to the President of the college and the USG Chief Audit Officer. As described in USG BPM section 16.3.1 ([USG BOR Business Procedures Manual 16.3.1](#)) rolling risk assessments are conducted across various campus units with results being reported to the USG's Internal Audit and Compliance Department to develop ongoing audit plans.

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Ethics and Hotline Reporting Controls

Additional controls are also provided through participation in an Ethics and Hotline Reporting system. This anonymous reporting system provides any person with a mechanism to report concerns, including suspected accounting or internal control issues, fraud, theft, or abuse or misuse of funds or property. Additionally, all EGSC employees are required to participate in annual ethics training as dictated by USG Ethics Policy ([USG BOR 8.2.18.1.pdf](#); [EGSC Ethics Hotline Procedures.pdf](#)).

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Organizational Structure and Qualified Financial Management Staff

EGSC maintains a staff of highly qualified managers and staff members. Accounting Services and Business Services report to the Vice President for Business Affairs and perform all financial processing services and financial reporting for the institution. See EGSC Business Affairs Organizational Chart) This centralized structure allows for careful monitoring and review of transactions prior to execution to ensure a minimized risk of inaccurate or inappropriate use of financial resources along with promoting timely monitoring of financial transactions trends, and internal controls. This model has proven to be efficient and effective over time, as is demonstrated by good audit reports, while at the same time providing adequate separation of duties without excess resources being applied to administrative functions. This centralized model also provides opportunities for coordination of efforts for providing services to meet the needs of the institution as well as monitoring and reporting financial data to executive administration, campus units and the USG.






























Business Affairs Leadership Job Descriptions and Qualifications

<p><u>Vice President for Business Affairs Position Description</u></p>	<p>J. Cliff Gay</p>	<p>Resume</p>	<p>Certified Public Accountant Master of Accountancy, Georgia Southern University Bachelor of Business Administration-Accounting, Georgia Southern University</p>	<p>9 years of higher education experience all in the current position at EGSC. Completed USG’s Executive Leadership Institute. 7 years prior experience as an Education Division Auditor for the Georgia Department of Audits. 20 years in private business.</p>
<p><u>Director of Financial Accounting Position Description</u></p>	<p>Sheila Wentz</p>	<p>Resume</p>	<p>Master of Business Administration, Georgia Southern University Bachelor of Business Administration-Accounting, Georgia Southern University Associate of Arts, Armstrong State University</p>	<p>25 years of higher education experience; 4 years at EGSC; 5 years prior experience as Compliance Officer; 6 years prior experience as Business Manager; 10 years prior experience as Accountant</p>
<p><u>Director of Student Accounts Payroll Position Description</u></p>	<p>Vera Meshia Williams</p>	<p>Resume</p>	<p>Master of Business Administration, Phoenix Bachelor of Business Administration, Georgia Southern University Associate of Arts East Georgia College</p>	<p>4 years higher education experience, all at EGSC; 9 years prior experience as Controller; 7 years prior experience as Accountant; 6 years prior experience as Bookkeeper</p>

Conclusion

EGSC financial and business services are conducted by following BOR policies. As indicated above, appropriate control over EGSC's financial resources is ensured through the EGSC's Vice President for Business Affairs oversight of the unit, including oversight of budget, audits, and unit sections led by qualified management staff. As a result, EGSC exercises appropriate control over all its financial resources.

Sources

-  EGSC 2018 Single Audit Report
-  EGSC Augusta University Internal Audit Memorndum of Understanding 2019-20
-  EGSC Business Affairs Org Chart as of 2 1 2020
-  EGSC Business Affairs Policy and Procedure Manual 12-10-2019
-  EGSC Cash Management Policy
-  EGSC Clearinghouse Procedure
-  EGSC Contract Administration Policy
-  EGSC Director of Financial Accounting Position Description
-  EGSC Director of Financial Accounting Resume
-  EGSC Director of Student Accounts Payroll Resume
-  EGSC Director of Student Accounts.Payroll Position Description
-  EGSC Ethics Hotline Procedures
-  EGSC FY 2015 Agreed Upon Procedures Report
-  EGSC FY 2016 Full Disclosure Management Report
-  EGSC FY 2017 USG Financial Review
-  EGSC FY 2018 USG Financial Review
-  EGSC FY 2019 Full Disclosure Management Report
-  EGSC Fleet Management Policy
-  EGSC Investment Policy
-  EGSC Personnel Action Form
-  EGSC Position Description Vice President for Business Affairs 02-01-2020
-  EGSC Procedure for Return of Title IV Funds
-  EGSC Procedure for Tuition and Fee Refunds
-  EGSC Purchasing Card Policy
-  EGSC Travel Policy
-  EGSC Vice President for Business Affairs Resume
-  Georgia Procurement Manual
-  USG BOR Business Procedures Manual
-  USG BOR Business Procedures Manual 16.3.1 Rolling Audit Plan
-  USG BOR Policy 8.2.18.1 Ethics Policy
-  USG BOR Policy Manual Section 7.0 Finance and Business

13.5

Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) maintains financial control over externally funded programs.

LIMITED SCOPE OF EXTERNALLY FUNDED PROGRAMS AT EGSC

As a result of its mission as an associate degree dominant access institution with targeted bachelor's degree programs, EGSC does not have a significant funding for research. However, EGSC does receive limited external funds to support specific programs and activities.

EGSC receives most of its federal funds from the U.S. Department of Education primarily for the Pell Grant Program, Supplemental Educational Opportunity Grants (SEOG), Federal Work Study (FWS), and Academic Competitiveness Grants (ACG). These funds are received by EGSC on behalf of enrolled students who have completed the Free Application for Federal Student Aid (FAFSA) and have met eligibility criteria for financial aid. Federal Student Aid (FSA) is fully addressed in Section 13.6 of this Compliance Certification.

FINANCIAL CONTROLS OVER EXTERNALLY FUNDED PROGRAMS AT EGSC

Programs and activities funded by external sources follow the EGSC Business Affairs Policy and Procedures Manual as well as any specific guidelines set by the grantor, including 2 CFR 200 (Code of Federal Regulations 200.414 Cost Principles) for federally funded awards and the FSA Handbook for Financial Aid (2019-20 FSA Handbook).

EGSC internal financial controls for FSA include:

- Separation of duties, access monitoring of student admissions, student registration for classes, award of federal financial aid by the Financial Aid Office and disbursement of financial aid by the Business Office. This process was begun in the fiscal year 2017 to address a system-wide finding for Weaknesses in Logical Access IT General Controls in the Banner Student Database and Receivables Module.
- Reconciliation of the Fiscal Operations Report and Application to Participate (FISAP) to the PeopleSoft Financials System.

EGSC has adopted a Grants Process and Procedure to assure that it maintains financial control over its limited external funding for other programs and activities. (See [EGSC Grants Process and Procedure](#)). As provided in that procedure, pre-award internal controls for grants and contracts require the submission of grant vetting and approval forms to ensure that the Principal Investigator (PI) engages in work that is consistent with EGSC's mission and that Vice Presidents and Deans are aware of time and space commitments.

This procedure, adopted by the EGSC President's Cabinet in July 2018, is supplemented by the following resource materials:

- See [EGSC Grant Funding Resource Guidance](#);
- See [EGSC Initial Grant Vetting and Review Form](#);
- See [EGSC Grant Proposal Internal Review Form for Final Approval](#);
- See [EGSC Facts for Proposal Development](#).

EGSC's Office of Business Affairs regularly circulates a grant status report among key senior administrators. (See an example of [EGSC Grant Status Report](#) contained in sources).

EGSC implements the above Grants Process and Procedure. The sample USG Affordable Learning Grant of \$10,800 was awarded to EGSC after application by two Social Science faculty. The purpose of the grant was to create no-cost open educational resources for POL 1101 American Government. The current textbook cost was \$262 per student. The faculty members submitted the completed Initial Grant Vetting form on 8/8/18, and after approval, submitted the Initial Grant Vetting Form for Final Approval with the formal grant application on 8/27/18. After EGSC approval, the grant application was submitted to USG. Upon approval by USG, a Service Level Agreement was signed by USG and EGSC defining the responsibilities of the parties during the grant period. EGSC maintained and submitted financial reports in its Sponsored Program Budget Sheet and maintained and submitted a Final Report, as required by the grant.

(See [EGSC Affordable Learning Grant Example 2019](#))

EGSC uses the 10% de Minimis Facilities and Administrative rate as allowed by 2 CFR 200.414 (f).




GeorgiaFIRST PeopleSoft Financials is the accounting system of record for EGSC. Separate project account numbers are created in the financial system for each awarded contract or grant per Uniform Guidance Subpart D, thereby allowing expenses and revenue to be individually identified and tracked. Post-award grants & contracts controls require the PI and the Director of Financial Accounting to approve purchases using grant funds to ensure that they are allowable and allocable to the grant.











The Schedule of Expenditures of Federal Funds is prepared and submitted annually to the Georgia Department of Audits. The State of Georgia has elected to satisfy the requirements of the Single Audit Act Amendments of 1996 and Uniform Guidance Subpart F by performing a statewide single audit. As noted in recent FY 2017, FY 2018, and FY 2019 audits, no matters were reported under Federal Award Findings and Questioned Costs. ([EGSC FY 2017 USG Financial Review](#), [EGSC FY 2018 Financial Review](#), [EGSC FY 2019 Full Disclosure Management Report](#))

CONCLUSION

EGSC receives federal financial aid funds for its students. These are addressed in Section 13.6 of this Compliance Certification. EGSC also receives limited external grant funds for specific programs and activities. Compliance with EGSC's Grant Process and Procedure, as demonstrated by the above example, ensures that the college maintains financial control over those externally funded programs and activities.

Sources

-  [EGSC Affordable Learning Grant Example 2019](#)
-  [EGSC Business Affairs Policy and Procedure Manual 12-10-2019](#)
-  [EGSC FY 2017 USG Financial Review](#)

-  EGSC FY 2018 USG Financial Review
-  EGSC FY 2019 Full Disclosure Management Report
-  EGSC Facts for Proposal Development
-  EGSC Grant Funding Resource Guidance
-  EGSC Grant Process and Procedure
-  EGSC Grant Proposal Internal Review Form for Final Approval
-  EGSC Grant Status Report
-  EGSC Initial Grant Vetting and Review Form
-  EGSC eCFR — Code of Federal Regulations 200.414 f
-  Federal Student Aid Handbook Application and Verification Guide 2019-20

13.6

Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

EGSC IS IN COMPLIANCE WITH ITS PROGRAM RESPONSIBILITIES UNDER TITLE IV

East Georgia State College (EGSC) is in compliance with its program responsibilities under Title IV of the most recent higher education act, as amended.

EGSC meets all reporting requirements of the U.S. Department of Education (DOE). Federal Pell Grant activity is reported online through the Common Origination and Disbursement system. The Direct Loan Program is reported monthly through the National Student Loan Data System (NSLDS). The Fiscal Operations Report and Application to Participate (FISAP) is filed annually with the DOE. In addition, there are no unpaid dollar amounts due back to U.S. Department of Education.

EGSC adheres to all federal regulations as set forth under the Title IV Student Aid Programs regulations. Processing of student aid applications and federal funds is carried out as mandated by these regulations. Student eligibility is verified according to federal and state verification regulations; the regulations are reviewed, and both manual and systematic verification procedures are adjusted each year.

EGSC voluntarily operates under the reimbursement payment method for federal financial aid funds. The College makes disbursements to students and parents for the amounts, which they are eligible to receive under the Federal Student Loans, Federal Pell Grant, TEACH, FSEOG, and Federal Work Study Program before seeking reimbursement for those disbursements. The College is considered to have made a disbursement when it credits a student's account or initiates any payment. Federal funds are transferred electronically to the College.

EGSC regularly maintains its Eligibility and Certification Approval Report (ECAR) with the USDOE. The current US DOE ECAR and US DOE Program Participation Agreement and ECAR Approval Letter expires June 30, 2025.

EGSC is not aware of any compliance issues concerning its responsibilities under Title IV. EGSC has not been placed on the reimbursement method. EGSC is not required to obtain a letter of credit in favor of the DOE.

EGSC AUDITS FINANCIAL AID PROGRAMS AS REQUIRED BY LAW

EGSC, the Board of Regents (BOR) of the University System of Georgia (USG), and the State of Georgia, regularly audit financial aid programs as required by federal and state regulations. The Georgia Department of Audit and Accounts, in accordance with the U.S. Office of Management

and Budget Circular A-133, conducts an annual audit of federal award programs of the State of Georgia, which includes financial aid programs administered by the state colleges and universities.

EGSC was audited by the Georgia Department of Audits and Accounts and there were no exceptions noted during the FY 17 and FY 18 engagements, as noted in [EGSC FY 2017 Financial Procedures Review](#) and [EGSC FY 2018 Financial Procedures Review](#). In the [EGSC FY 2019 Full Disclosure Management Report](#), prepared in anticipation of EGSC's decennial review, there were no findings.

In addition to the annual external audit, EGSC's Office of Financial Aid performs reconciliations of student account and student loan information. There are also reconciliations with the U.S. Department of Education. Both the U.S. Department of Education and the state require a separation of duties for all offices involved in awarding, disbursement, and reconciliation of funds to ensure program integrity.

EGSC IS IN COMPLIANCE WITH GEORGIA STUDENT FINANCIAL AID REQUIREMENTS

EGSC, the Board of Regents (BOR) of the University System of Georgia (USG), and the State of Georgia, regularly audit financial aid programs as required by federal and state regulations. The Georgia Department of Audit and Accounts, in accordance with the U.S. Office of Management and Budget Circular A-133, conducts an annual audit of federal award programs of the State of Georgia, which includes financial aid programs administered by the state colleges and universities.

EGSC was audited by the Georgia Department of Audits and Accounts and there were no exceptions noted during the FY 17 and FY 18 engagements. EGSC is next scheduled for a Compliance Review by the Georgia Student Finance Commission on June 3, 2020.

EGSC'S CURRENT STUDENT LOAN DEFAULT RATE



The EGSC 2017 cohort default rate for Federal Direct Student Loans is 20.3%. This is an increase over the 2016 cohort default rate of 17.3%. While the college strives to keep default rates at a minimum by requiring entrance and exit counseling and offering financial literacy opportunities to students throughout their academic career, these rates are representative of the demographic the college serves as an access institution. EGSC uses a variety of education and outreach methods to address default rates as noted in [Narrative 12.6](#) and in the [EGSC Default Prevention and Management Plan](#).

CONCLUSION

The above evidence documents that EGSC is in compliance with its federal student loan Title IV obligations and participates annually in audits.

Sources

- [EGSC Default Prevention and Management Plan CAB12-13-2019](#)
- [EGSC FY 2019 Full Disclosure Management Report](#)
- [EGSC US Department of Education ECAR PPA 2019 -2025](#)
- [FY 2017 Financial Procedures Review](#)
- [FY 2018 Financial Procedures Review](#)

-  US DOE Eligibility and Certification Approval Report (ECAR)
-  US DOE Program Participation Agreement and ECAR Approval Letter

13.7

Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

EGSC's main campus in Swainsboro is located on approximately 249 acres of land that contains eleven structures. The College also has an instructional site in Statesboro, approximately 45 miles away, and in Augusta, approximately 70 miles away, ([EGSC Proximity Map](#)) and delivers instruction at high schools in the service area to dual enrollment students.

MASTER PLAN

EGSC's current Campus Master Plan (CMP) was completed in 2018. The EGSC Foundation contracted with the University of Georgia College of Environment and Design to create an updated Physical Master Plan to include a 136-acre gift of land to the Foundation in 2016. The Master Plan also assumed the 100-acre tract of land between the EGSC Foundation property and the existing college boundary, totaling nearly 500 acres of college property in the future. Before the 2018 Plan, there was a 2012 update to the original 2009 Plan. All the previous and current plans project campus facility needs up to an FTE of 2,500. The plan is evaluated regularly to ensure that the needs of academic and student support programs are met ([EGSC Campus Master Plan 2018](#); [EGSC Campus Master Plan Update 2012](#)). The Master Plans do not include the Statesboro or Augusta instructional sites. The EGSC Statesboro instructional site is a 10-acre tract of land that consists of one stand-alone facility with 7 classrooms, administrative space and surface parking. EGSC Statesboro students and faculty use Georgia Southern University (GSU) classrooms per the [EGSC – GSU Memorandum of Understanding](#). The EGSC Augusta program is delivered on the Augusta University Summerville campus in buildings wholly owned by Augusta University (AU) per [EGSC – AU Memorandum of Understanding](#).

SWAINSBORO PHYSICAL FACILITIES

EGSC's main campus is located at 131 College Circle in Swainsboro, Georgia. ([EGSC Campus Map](#)) The eleven structures on campus comprise a total of 332,322 square feet of capacity that includes Biology, Chemistry and Physics labs, computer labs, video conferencing classroom/lab combinations, a self-service modern library, two residence halls consisting of 412 beds, a gymnasium supporting GCAA Men's and Women's basketball programs, a community learning center, and a student activity center ([EGSC Facilities Inventory Spring 2019](#)). Buildings are situated on campus in a congruent layout to enhance the serenity and natural beauty that the campus offers. Located in rural South Georgia, the campus' entire domain supports EGSC's access mission at every facet.

The **Luck Flanders Gambrell Building**, constructed in 2000, is a 41,489 square foot single-story structure that houses the Learning Commons, a 500-seat auditorium, classrooms, and the CHOICE program offices. The building also consists of an administrative suite that houses the President's office and conference room, the Vice President for Academic and Student Affairs office, the Chief of Staff/Legal Counsel's office, the Director of Student Conduct's office, the Director of Strategic Planning and Institutional Research's office, the Associate Vice President for Academic Affairs' office and the Director of Title IX, Equity and Inclusion's office.

The Learning Commons houses the Library, the Heritage Center, and the Academic Center for Excellence (ACE), in addition to Common Grounds, the college's self-operated coffee shop. The library is comprised of five individual study rooms, a classroom, a small group study room, an open area computer lab, a reference collection, circulation and reference desk, four office spaces for staff, and the stacks area for the main print collection.

The Heritage Center is comprised of a conference table, an office, and a work area. The Heritage Center maintains the history of EGSC, as well as, local history. The Heritage Center has 4,143 items in the collection, and those items circulate with the approval of the Library Director. The Heritage Center is co-directed by the Library Director and a Professor Emeritus.

The Academic Center for Excellence (ACE) is the college's advisement, tutoring and testing center. It is comprised of an open study area, four offices for staff, a collaborative study room, a computer lab, and a testing center.

CHOICE is an inclusion program for developmentally disabled college-aged students. It is comprised of a computer lab, a classroom, and a suite of three offices. CHOICE students take most of their classes in this area but are sometimes afforded the opportunity for inclusion in other college classes.

The facility has undergone interior renovations in 2012, 2013, and 2015 to meet the needs of programs and to address aesthetics. The building envelope was cleaned, repaired and resealed in 2017, and the roof is in good condition. The IT infrastructure was replaced in totality in late 2019 ([EGSC Gambrell Building Floor Plan](#)).

The **Jean Anderson Morgan Student Activities Center**, affectionately known by the students as "The JAM Center" consists of a total of 51,218 square feet. The **Student Center** is an original campus structure, a 12,168 square foot facility constructed in 1974. In 2007, the Student Center was expanded by 22,800 square feet and renovated to meet the needs of the ever-growing commuter student population. The addition included dedicated space for student activities, a larger bookstore, Campus Café and a multi-purpose dining hall. The offices of Business Affairs and Student Affairs relocated from the George L. Smith II Building into the existing Student Center portion of the building, providing a one-stop-shop for students.

With the addition of a 200-bed on-campus housing facility in 2011, the need for additional dining opportunities was presented. The multi-purpose Richard L. Brown Room was repurposed to become the Richard L. Brown Dining Hall to accommodate residential meal plans. To prepare for an additional 212 residential beds in the Fall of 2016, major kitchen renovations were performed during the summer. Larger and more efficient food preparation equipment was installed along with an increase in highly trained dining services staff.

Student Activity space continued to be in high demand; during 2019 and early 2020, an addition to the facility was added, increasing the space by 16,250 square feet. This new space houses a large multi-purpose room that is shared among Student Activities, Intramurals, and student clubs. The Student Government Association has dedicated office space, meeting space, and workspace. A larger, modern, student game room was added as well. A portion of the 2007 addition was renovated to include student publication media production space, a larger collegial campus bookstore, a modern Cyber Café seating lounge, as well as two multi-use

group study spaces, and a “hang space” that provides opportunities for quiet study, group collaboration and computer use.

Currently the JAM Center is home to Student Activities, Auxiliary Services – Dining and Bookstore, Enrollment Management - Registrar, Admissions, and Financial Aid, Business Affairs including the Vice President for Business Affairs, Human Resources, and the Campus Mail Room.

The facility is structurally sound and has had several interior renovations and upgrades performed since 2011, as demand dictated. The IT infrastructure has been upgraded as well, and the roof was replaced in 2011 ([EGSC JAM Student Activities Center Expansion Floor Plan](#), [EGSC JAM Student Activities Center Floor Plan](#), [EGSC Student Services Building Floor Plan](#)).

The **George Walker Academic Building** is one of the original campus buildings constructed in 1974. The Academic Building is the core of most of the instructional and faculty-student interaction on campus. The original structure comprises a total of 44,357 square feet, and is home to academic classrooms, science laboratories, as well as faculty offices and the campus' Central Plant. Each of the building's wings is connected by a central elevator lobby and an exterior courtyard.

The Social Science wing consists of five (5) standard 30 seat classrooms and two (2) 40 seat lecture classrooms, as well as Social Science faculty offices, and the Center for Teaching and Learning. The School of Mathematics and Natural Sciences is located on the Math Science wing and consists of the Math Science faculty suite, a Physics/Geology Lab that was completely renovated in 2014, a Chemistry Lab, and two (2) Biology Labs, complete with state of the art equipment and furnishings installed during a 2011 renovation, as well as a 24 seat and a 31 seat classroom. The lower level of the building houses the School of Humanities and Social Sciences Dean's office and faculty suite, a student health clinic, a Physical Education Activity classroom, and the Bobcat Bridge Pantry. The campus' Central Plant is also located in the basement of the building and is the backbone of the electrical and mechanical systems for all campus buildings ([EGSC Academic Building Lower Level Floor Plan](#), [EGSC Academic Building Math Science Floor Plan](#), [EGSC Academic Building Social Science Floor Plan](#)).

In 2017, the Academic Building Addition added 13,848 square feet to the original structure, making the entire facility a total of 58,205 square feet. The expansion and renovation added five (5) 30-seat standard classrooms, two (2) 30-seat Biology Labs and a Biology Project Lab to serve the upper-level Biology courses, as well as an 80-seat multi-tiered classroom to serve the larger population of lecture classes. All laboratories in the Academic Building are supplied to allow for various laboratory activities to be performed and allow students to have the best learning experience possible. Supply and chemical checklists are completed monthly and bi-annually, respectively, and tracked through excel spreadsheets. Safety Data Sheets, equipment manuals, and a Laboratory Procedures Handbook are located in both Laboratory prep rooms and are easily visible and accessible by students, faculty, and staff. Supply and Chemical Checklists are also maintained for both off-site campuses ([EGSC Academic Building Expansion Floor Plan](#), [EGSC Chemical Inventory Biology](#), [EGSC Chemical Inventory Chemistry](#), [EGSC Supply Checklist](#)).

The Academic building is structurally sound, receiving a new roof in 2011. The restrooms were also upgraded in 2011, as well as the heating and air conditioning system. All interior finishes, fire suppression systems and lighting were upgraded with the 2017 renovation and addition. The IT infrastructure has been upgraded over the past several years and is well maintained.

The **Physical Education Building** and **Classroom and Activity Center** are another example of expanding existing space to meet the needs of the campus. The PE Building was an 8,979 square foot facility constructed in 1974, and the Classroom Activity Center expansion added 30,789 square feet in 2002; together they comprise a total of 39,768 square feet. The building houses the Art Department classroom and graphic art studio, a computer classroom, a Fitness

Center, physical education faculty offices, the Military Resource Center, the Bobcat Athletic program, locker rooms, and a modern Gymnasium, which is home to the EGSC Bobcat Basketball program and is used for physical education classes. The facility is shared among Academics, Athletics, and for general student use, and is always in high demand. The roof was replaced on the original structure in 2012; the interior of the original structure was completely renovated, including heating and air, electrical and information technology infrastructure, in 2005, and the Fitness Center was renovated in 2018. The Bobcat Athletic Program is occupying former classroom space ([EGSC Classroom and Activity Center Floor Plan](#), [EGSC PE Building Floor Plan](#)).

The addition of intercollegiate athletics in 2010 necessitated the construction of an Athletic Complex located directly behind the PE Building. The Athletic Complex is home to the Bobcats Baseball and Softball programs. The college tennis courts are used for Physical Education and club play, along with community tournaments and high school events. A low Ropes Course, an 18-hole disc golf course, intramural football field, as well as a 5K and 10K cross country course are adjacent to the Complex.

The **Sudie A. Fulford Community Learning Center** (CLC) is located at the campus' main entrance and is a 5,158 square foot facility which houses the College's planetarium, as well as classrooms and Resource Library. The construction in 2010 was made possible by a generous gift from the Correll Family as a tribute to Ms. Sudie A. Fulford, a long-time teacher in the Emanuel County School System. The Center also contains a 5,000 square foot multi-tiered deck which provides space for outdoor instruction, as well as community and campus functions. The CLC is the College's bridge to the community. The physical design, layout, and location assure that children as young as Pre-K are introduced to higher education early and often. The CLC is a constant reminder to all students during their K-12 experience of the importance of completing their education. The CLC received an interior renovation upgrade in 2019 and the structure is sound ([EGSC Fulford Center Floor Plan](#)).

The **George L. Smith II Building** is an original campus structure that was built in 1974. The 6,000 square foot facility is home to the offices of Institutional Advancement and Information Technology. The building also houses the campus IT infrastructure backbone. The building received a new roof in 2011 and a complete interior renovation in early 2020 ([EGSC George L. Smith II Building Floor Plan](#)).

The **Public Safety Complex** is a 1,078 square foot facility in the center of campus. The complex consists of two wood-framed structures that are original to campus. The structures house the Police Department administrative offices as well as an Officer's Annex. The buildings underwent a complete renovation in 2017 ([EGSC Public Safety Building Floor Plan](#)).

The **Plant Operations Building** is another original campus structure that was built in 1974. Its 5,864 square feet contains a small office area, maintenance shops, and the campus' central storage warehouse. This facility is structurally sound and received a new roof in 2017. The interior of the building, office area, was completely renovated in 2015, including new lighting, heating and air, and interior finishes. The building's warehouse and central storage area have been increased in size with the addition of free-standing storage buildings located adjacent to the Plant Operations main building ([EGSC Plant Operations Building Floor Plan](#)).

EGSC became a residential campus in the Fall of 2011 with the opening of a 200 bed, apartment-style housing complex. **Bobcat Villas South** consists of 63,224 square feet and was at capacity with a waiting list on opening day. The facility promotes a positive living/learning environment for students. In 2012, the **Jean and Shot Strange Clubhouse**, a 4,994 square foot facility that houses the Housing Office, Game Room, Tutoring Lab, as well as the Mail Center for residents, was opened. An additional 212 beds were added in Fall 2017. **Bobcat Villas West** is a 71,574 square foot facility which raised total available bed spaces on campus to 412. Both Bobcat Villas and the Strange Clubhouse have been very well maintained and will continue to be maintained, along with Bobcat Villas West, by the campus'

Public-Private Partnership (P3) partner, Corvias Property. Under the P3 agreement, the College retains the services of Residence Life and Housing, Public Safety, and Landscape Grounds; Corvias provides all operational components outside of these areas ([EGSC Bobcat Villas South First Floor Plan](#), [EGSC Bobcat Villas West First Floor Plan](#), [EGSC Strange Clubhouse Floor Plan](#)).

OFF CAMPUS INSTRUCTIONAL SITES

In 2011, EGSC opened the **Statesboro Academic Facility**, located at 10449 Highway 301 South, Statesboro, Georgia. The facility is a 33,659 square foot stand-alone building in Statesboro which consists of seven (7) classrooms and a computer lab, a large Academic Center for Excellence (ACE), an Advisement Center, student lounge space, and a small bookstore. The facility also contains offices for all the administrative functions for the classes that are taught in this facility as well as on the Georgia Southern University (GSU) campus, including an Information Technology staff, EGSC Police Department, and Plant Operations support staff. Students are afforded a bus transit system between the EGSC site and GSU which are about four miles apart to ensure their access to the Library, health services, and recreation and activities ([EGSC Statesboro Academic Building Floor Plan](#)). As enrollment continues to increase in Statesboro, the need for additional space has been satisfied through the use of laboratory facilities on the campus of Georgia Southern University. The facility is well maintained and is in excellent condition.

In March 2019, Georgia Southern University and EGSC entered into a Memorandum of Understanding regarding the partnership between the two institutions. The MOU contains provisions for the relocation of EGSC's administrative functions to an existing facility on the Georgia Southern campus. After renovations are completed on the existing structure at Georgia Southern, EGSC will relocate to that facility and will begin teaching all classes on the Georgia Southern campus. The anticipated move is in the Summer of 2021 (See [EGSC - GSU Memorandum of Understanding](#)).

In Fall 2013, EGSC began teaching classes on the Augusta University (AU) Summerville campus at 2500 Walton Way in Augusta, Georgia. EGSC utilizes dedicated space for administrative staff and faculty offices. AU provides dedicated space to the EGSC program for instruction, tutoring, and advisement ([EGSC AU Galloway Hall Floor Plan with new Layout](#)), as well as additional lab and classroom space throughout campus as necessitated by EGSC's enrollment. In response to the potential growth of the EGSC program, AU has included EGSC's growth in its most current Campus Master Plan ([EGSC AU Campus Master Plan Excerpt](#)). The facilities are supported and maintained by the AU Facilities and IT departments and have been renovated as needed to meet EGSC's needs.

EGSC teaches Dual Enrollment classes at several high schools in the college's service area. The classes are delivered via live instruction by EGSC faculty. In Fall 2019, EGSC delivered instruction at Screven County High School ([EGSC Screven High School DE Site](#)), Harlem High School ([EGSC Harlem High School DE Site](#)), Hephzibah High School ([EGSC Hephzibah High School DE Site](#)), and Brentwood School ([EGSC Brentwood School DE Site](#)). The Memorandum of Understanding between EGSC and each high school includes the requirement of space needs to ensure adequate delivery of the classes. (See [EGSC Brentwood School MOU Fall 2019](#); [EGSC Screven High School MOU Fall 2019](#); [EGSC Hephzibah High School MOU Fall 2019](#); and [EGSC Harlem High School MOU Fall 2019](#)). The MOU ensures that the high schools provide 30 – 35 seat classrooms, access to computers, and use of the school's library. To date, all physical facilities at these high schools have been adequate.

For pictures and virtual tours of facilities, please follow instructions on the following link to access the EGSC website ([EGSC – Homepage Virtual Tour](#)).

FACILITIES PLANNING AND BUDGETING

Leadership and administrative oversight of EGSC's buildings, grounds, and equipment reside with the Vice President for Business Affairs. College leadership follows established capital and budget planning processes governing guidance from the Board of Regents (BOR) of the University System of Georgia (USG) Office of Real Estate and Facilities. The VPBA works with Plant Operations to prepare budgeting information for capital improvements and major repair and rehabilitation (MRR) in addition to operations and maintenance. EGSC budgets (which include those related to operation and maintenance of facilities) are developed according to guidance provided by the BOR. Major replacement or renovation projects are reported to the EGSC leadership and prioritized on an annual basis. Funds are requested internally or through the USG Office of Real Estate and Facilities, depending on the size and scope of the project. EGSC can plan, procure and administer public works contracts within a level of designated authority set by the USG. Currently, EGSC is authorized at Level 2 with contracting for Design Professionals at \$125,000 and Construction Contracting at \$1,000,000. All projects that exceed \$1 million require approval by the Board of Regents of the USG.

EGSC establishes ad hoc committees comprised of faculty, staff, and students who are current/new occupants of a space/facility to participate in consultation on new construction/renovation projects. Members of these ad hoc committees participate in each phase of the construction or renovation project from design to move-in, thus ensuring user involvement in meeting mission requirements.

MAINTENANCE AND RENOVATION OF CAMPUS FACILITIES

Annual funding is provided for the maintenance and renovation of campus facilities by the USG Board of Regents (BOR). An allocation is given each fiscal year based on the total square feet of EGSC property that is listed in the BOR facilities portfolio. An annual allocation is also assigned for Major Repair and Rehabilitation (MRR) projects. The MRR allocation is based on system-wide fiscal year MRR legislative appropriations which require the governor's approval. Institutions use MRR funding for projects that involve major repair, replacement, or renovation of critical building systems, site components and infrastructure. The EGSC MRR submission represents the most-needed projects to ensure that buildings are maintained at the highest level possible ([EGSC FY19 MRR Submission](#), [EGSC FY19 MRR Approval](#), [EGSC FY20 MRR Submission](#), [EGSC FY20 MRR Approval](#)).

As a USG member institution, EGSC is required to annually submit a budget template to the USG in preparation for an annual budget hearing at which senior administrators from EGSC present this budget template to the senior administrators of the USG. That budget template contains a detailed annual report concerning EGSC's current facilities, the condition of those facilities and the facilities needs of EGSC. (See [EGSC FY21 Combined Budget Questions and Budget Template](#)) Representatives of the Real Estate and Facilities Office of the USG attend those hearings and question EGSC representatives concerning facilities needs. As stated on the USG webpage, the mission of the USG Real Estate and Facilities Division is as follows:

"Our mission is to support and promote the value of Georgia's higher education learning environments. We provide strategic direction and leadership in all areas of facilities managements, including campus master planning, project development, real estate transactions, design and construction, facilities operations, and environmental health and safety. We also support our institution's efforts to keep their campus communities safe and secure, through public safety operations, emergency preparedness and planning, and recovery from disasters that impact our facilities."

(See [USG Real Estate and Facilities Webpage](#))

This regular annual process assures that EGSC regularly evaluates the condition of its facilities and facilities needs and discusses those needs with the USG Real Estate and Facilities Office regularly and formally.

In addition to the evaluation of maintenance and renovation needs by EGSC staff, a Customer Satisfaction survey is performed annually to identify needs and reaffirm successes. Several questions regarding facilities are included in the student satisfaction survey. Results are evaluated and adjustments made where needed ([EGSC Spring 2019 Statesboro Student Satisfaction Survey Excerpt](#), [EGSC Spring 2019 Swainsboro Student Satisfaction Survey Excerpt](#)).

EGSC uses an automated work order system (SchoolDude) to allow the campus community to submit work orders for routine maintenance and special requests. SchoolDude aligns facilities requests with Information Technology and Plant Operations to facilitate campus events. The Plant Operations staff are assigned work orders based on their skills and expertise. Preventative Maintenance of equipment and systems are performed via automated work orders generated in SchoolDude. EGSC's facilities are well maintained and efficiently operated by a small Plant Operations in-house and contracted staff. Plant Operations consists of custodial services, building maintenance and landscape and grounds and is supervised by the Director of Plant Operations. ([EGSC Business Affairs Organizational Chart](#)).

The residential facilities, Bobcat Villas South and West and the Strange Clubhouse are maintained by Corvias Campus Living. Students submit work orders for issues in their rooms, and the Housing staff submits work orders for maintenance issues in public spaces and manager apartments ([EGSC Corvias Work Order Performance Summary 2018-2019](#), [EGSC Corvias Work Order Completion Summary 2018-2019](#)).

INVENTORY

The USG Facilities Inventory Data Collection (FIDC) is a mandatory collection of all facility inventory utilizing standard room use classifications for all physical spaces within a building. Per the USG, the FIDC collection is mandatory two times per year (typically in the Spring and in the Fall). The data collection is used for a variety of purposes, including formula funding calculation and space utilization analysis ([EGSC Facilities Inventory Fall 2019](#)).

The campus owns and maintains a fleet of vehicles for use by frequent travelers conducting EGSC business, the Plant Operations Department, and the Police Department. Thorough records are kept in a statewide fleet maintenance system that captures and monitors vehicle transactions and utilization through the Department of Administrative Services (DOAS) Office of Fleet Management (OFM). The contracted vendor for this state fleet vehicle inventory system is ARI Insights. ARI enables EGSC to maximize how critical fleet assets are purchased, maintained and optimized throughout their useful life. As a central repository for vehicle-related information, this system has comprehensive and specific data pertaining to vehicle mileage, cost, assignment, repair, acquisition and disposal.

When a vehicle is purchased or sold or sent to surplus it is updated in this system when the transaction takes place.

DISPOSAL

The EGSC Plant Operations department facilitates identification, redistribution, and disposal of EGSC property including office furniture, equipment, and supplies per the DOAS.

INFORMATION TECHNOLOGY AND NETWORK INFRASTRUCTURE

EGSC operates local area networks including both wired and wireless on the main campus in Swainsboro and at the Statesboro site. Network services are provided and maintained at the EGSC Augusta site by Augusta State University. The Swainsboro campus wired network infrastructure includes 2 core and 30+ access layer switches in 18 data closets. The EGSC Statesboro site wired network infrastructure includes 2 core and 10+ access layer switches in 2 data closets. The EGSC campus wireless network includes 50+ wireless access points and operates on both the 2.4 GHz and 5 GHz ranges providing coverage. Internet connectivity is provided through PeachNet and was recently increased to 1.0Gb/s and 250.0Mb/s for Swainsboro and Statesboro respectively. Data closets have UPS and are secured by hard keys. EGSC works with PeachNet to monitor and increase bandwidth based on growing demand. EGSC also has 1.0 Gb/s connections between Swainsboro and Statesboro that allows for user experience at each campus to be maintained regardless of which campus a service happens to be run from. EGSC networking also operates Datacenter networks, Firewalls, VPN servers, bandwidth shapers, web filters, and other specialized network devices in support of the EGSC mission.

Computer and storage infrastructure are spread across two primary datacenters on the Swainsboro campus and at the Statesboro site. Datacenters have UPS, and primary datacenters have generators and are secured by hard keys. EGSC datacenters support over 20 physical servers of which 10 are dedicated to virtualization and over 172TB of storage. The virtualization environments support 300 (116 Production) virtual servers.














AUDITS







































EGSC has had no findings related to fixed assets in an auditor's report on internal control or federal awards audit for the last ten years.

CONCLUSION

EGSC has adequate physical facilities and resources at its main campus and EGSC Augusta, EGSC Statesboro instructional sites and at the dual enrollment high school sites to serve its educational programs, support services and its mission as an access institution.

Sources

-  EGSC - Home Page_Virtual Tour
-  EGSC AU Campus Master Plan Excerpt
-  EGSC AU Galloway Hall Floor Plan w new Layout
-  EGSC AU MOU 10-4-2017
-  EGSC Academic Building Expansion Floor Plan
-  EGSC Academic Building Lower Level Floor Plan
-  EGSC Academic Building Math Science Floor Plan
-  EGSC Academic Building Social Science Floor Plan
-  EGSC Bobcat Villas South First Floor Plan
-  EGSC Bobcat Villas West First Floor Plan
-  EGSC Brentwood School DE Site
-  EGSC Brentwood School MOU Fall 2019
-  EGSC Business Affairs Org Chart as of 2 1 2020

-  EGSC CMP 2012 Update
-  EGSC CMP 2018
-  EGSC Campus Map
-  EGSC Chemical Inventory Biology
-  EGSC Chemical Inventory Chemistry
-  EGSC Classroom and Activity Center Floor Plan
-  EGSC Corvias Work Order Performance Summary 2018-2019
-  EGSC Corvias Work Order Summary 2018-2019
-  EGSC FY19 MRR Approval
-  EGSC FY19 MRR Submission
-  EGSC FY20 MRR Approval
-  EGSC FY20 MRR Submission
-  EGSC Facilities Inventory Fall 2019
-  EGSC Facilities Inventory Spring 2019
-  EGSC Fulford Center Floor Plan
-  EGSC GSU MOU 03-19-2019
-  EGSC Gambrell Building Floor Plan
-  EGSC George L. Smith Building Floor Plan
-  EGSC Harlem High School DE Site
-  EGSC Harlem High School MOU Fall 2019
-  EGSC Hephzibah High School DE Site
-  EGSC Hephzibah High School MOU Fall 2019
-  EGSC JAM Student Activities Center Expansion Floor Plan
-  EGSC JAM Student Activities Center Floor Plan
-  EGSC PE Building Floor Plan
-  EGSC Plant Operations Building Floor Plan
-  EGSC Proximity Map
-  EGSC Public Safety Complex Floor Plan
-  EGSC Screven High School DE Site
-  EGSC Screven High School MOU Fall 2019
-  EGSC Spring 2019 Statesboro Student Satisfaction Survey Excerpt
-  EGSC Spring 2019 Swainsboro Student Satisfaction Survey Excerpt
-  EGSC Statesboro Academic Building Floor Plan
-  EGSC Strange Clubhouse Floor Plan
-  EGSC Student Services Building Floor Plan
-  EGSC Supply Checklist
-  EGSC USG Real Estate and Facilities Webpage
-  FY21 Combined Budget Questions and Budget Template - East Georgia State College

13.8

Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) takes reasonable steps to provide a healthy, safe and secure environment for all members of its campus community.

EGSC considers a healthy, safe and secure environment an integral part of supporting its mission of " providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities." (EGSC Mission Statement). The health, safety and security of the College's campus community is assured through the collaboration of key units that oversee adherence to policies and procedures and that contribute to effective risk management. EGSC Augusta is located on the campus of Augusta University(AU) where facility and additional support services are provided by AU as noted in this narrative, through an EGSC – AU Memorandum of Understanding. EGSC Statesboro is a standalone facility located near the Georgia Southern University campus. EGSC Statesboro students and faculty use classrooms on the GSU campus as needed and additional student support services are provided by GSU as noted in this narrative, through an EGSC - GSU Memorandum of Agreement.

KEY EGSC UNITS PROTECTING THE INSTITUTIONAL ENVIRONMENT

The key EGSC units responsible for implementing policies and procedures to ensure a secure environment include:

Police Department

- Law Enforcement
- Emergency Response

Academic and Student Affairs

- Behavioral Recommendation Team
- Counseling and Disability Services

Business Affairs/Auxiliary Services

- Student Health Services

Plant Operations

- Environmental Health

POLICE DEPARTMENT

The Director of Public Safety/Chief of Police has the responsibility for the campus' health, safety, and security function. (See [EGSC Director of Public Safety/Chief of Police Resume](#)). The Director of Public Safety/Chief of Police reports to the EGSC President (See [EGSC Police Department Organizational Chart](#)).

Law Enforcement

EGSC operates and maintains an in-house Police Department which promotes a healthy environment to enhance the accomplishment of EGSC's mission and contribute to more effective risk management. All EGSC police officers are certified law enforcement officers. The Police Department focuses on collaborative partnerships and the provision of professional services in the area of crime prevention, law enforcement, security and emergency preparedness. The [EGSC Police Department webpage](#) the informs the campus community of important activities and information such as:

- Clerly Annual Security Report and Crime Statistics
- GBI Sex Offender Registry
- Information for Sexual Assault/Sexual Misconduct Victims
- Active Shooter Training Video
- Campus Carry (Concealed Carry of Firearms on Campus)

EGSC Swainsboro: EGSC's main campus in Swainsboro is patrolled by a staff of full and part time police officers twenty-four hours a day, seven days a week. Full-time officers are assigned to the EGSC Statesboro Academic Facility. The EGSC officer on duty patrols at all times when the facility is open.

EGSC Augusta: The EGSC instructional site in Augusta, located on the Augusta University campus, is patrolled by the Augusta University Police Department.

EGSC Statesboro: EGSC Statesboro consists of one stand-alone, 33,659 square foot facility. At all times that the facility is open a police officer is on duty. When the building is closed, it is protected by security alarm. The building is opened and closed by the officer each day. The officers regularly perform foot patrol inside the facility and drive patrol of the parking lot and entrance roads several times per shift. The building is patrolled regularly for safety concerns. Corrective action is taken when needed. A portion of the EGSC Statesboro classes are held on the Georgia Southern University campus and are patrolled by Georgia Southern University.

Emergency Response Notifications

EGSC Swainsboro: In Swainsboro the Federal Siren System is tested weekly by on duty officers and functions to alert the campus community of an imminent emergency. The facilities and grounds are patrolled continuously and regularly for safety concerns. Corrective action is taken when needed. Building access is provided by police officers who open and unlock each building morning and night, Monday through Friday, and on weekends as events demand.

EGSC Swainsboro, Statesboro, Augusta: In addition to the Swainsboro on-campus emergency notification system, the college subscribes to ConnectEd for all locations. The ConnectEd system is a communication service that enables EGSC administrators and campus safety personnel to quickly contact EGSC students, faculty and staff with voice and text messages that contain emergency-related campus information for incidents such as campus closings, campus threats, health scares, inclement weather emergencies, etc. (See [EGSC Campus Emergency & Non-Emergency Notification Systems Policy & Procedures](#)).

EGSC Augusta: EGSC Augusta students may subscribe to Augusta University's emergency notification system, JagAlert, to receive emergency notifications. Similarly, because EGSC utilizes classrooms on the GSU campus, EGSC Statesboro faculty and students may subscribe to Georgia Southern University's Eagle Alert emergency notification system.

Emergency Response Plan and Mutual Aid Agreements

EGSC Swainsboro and Statesboro: The EGSC Police Department has a solid, professionally positive working relationship with local law enforcement and other emergency services. In both Swainsboro and Statesboro mutual aid agreements are in place with local law enforcement agencies to ensure additional law enforcement assistance is available when needed to respond to an emergency. (See [EGSC Bulloch County Sheriff MOU 2019](#); [EGSC Emanuel County Sheriff MOU 2019](#); [EGSC Georgia Southern University Police MOU 2019](#); [EGSC Swainsboro Police Department MOU 2019](#)).

EGSC's Emergency Action Plan and Emergency Response Procedure Flipcharts define the response protocol and lead responsible parties during an emergency. The flipcharts are updated, published, and distributed to each employee. The Emergency Action Plan is reviewed and updated annually by the EGSC Emergency Response Committee; the Flipcharts are reviewed and updated in the Fall of each odd year. (See [EGSC Emergency Action Plan 2019](#); [EGSC Emergency Response Procedures Flipchart - Swainsboro 2019](#); [EGSC Emergency Response Procedures Flipchart - Statesboro 2019](#)) The [EGSC Emergency Response Committee](#) is responsible for safeguarding the college community during a campus emergency and implementing continuity plans for critical EGSC units.

EGSC conducts an on-campus emergency response procedures drill at least once per year in coordination with local law enforcement and emergency management agencies at the Swainsboro and Statesboro campuses. After action reports are made available to the President's Cabinet and Emergency Response Committee for review, lessons learned, and corrective action as needed.

EGSC Augusta: EGSC Augusta, located on the Augusta University Summerville campus, is covered by Augusta University's Emergency Action Plan and response procedures. The Augusta University Critical Event Preparedness and Response (CEPAR) Office provides emergency alerts and distributes the [AU Emergency Action Guide](#) for the campus.

Annual Security and Fire Safety Report (Clery Report)

The Clery Act is a federal statute requiring all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The EGSC Police Department is responsible for the annual Clery Act reporting. The Chief of Police serves as chair of the [EGSC Campus Annual Security Report Committee](#) whose duties include oversight and implementation of the college's Clery compliance responsibilities. Through coordination with Augusta University and Georgia Southern University, the Clery Reports for EGSC Augusta and EGSC Statesboro are created and submitted. (See [EGSC Clery 2019 Annual Security and Fire Safety Report-Swainsboro](#); [EGSC Clery 2019 Annual Security and Fire Safety Report- Statesboro](#); [EGSC Clery 2019 Annual Security and Fire Safety Report -Augusta](#)). As indicated in the reports cited, there have been no significant crimes or other devastating emergencies at EGSC.

EGSC'S DIVISION OF ACADEMIC AND STUDENT AFFAIRS**Criminal Background Investigation Screening**

EGSC's admissions application asks students to disclose prior criminal arrests and convictions and places a continuing duty to disclose such acts after admission. Resident students, students applying for Student Abroad, tutoring or other programs and camps working with minors are required to have a criminal background investigation. The EGSC Director of Admissions is chair of the EGSC Background Investigation Committee for Students. The purpose of the committee is to review student criminal background investigations and determine student eligibility using Board of Regents (BOR) standards. The goal is to ensure the safety and security of the EGSC student population.

Behavioral Recommendation Team

The EGSC Division of Academic and Student Affairs promotes and supports a healthy, safe and secure environment for EGSC campus community through the Behavioral Recommendation Team (BRT). The BRT takes a collaborative approach to identifying and assisting individuals whose behaviors are concerning to the point that they interfere with others' ability to function safely or effectively at EGSC. The BRT is a multidisciplinary team that meets regularly to assess and manage concerns that have been brought to the attention of the team. The Counseling Services webpage informs the campus community about the BRT through publication of the [EGSC Behavioral Recommendation Team Manual](#) and provides a link to the BRT Referral Form.

Counseling Services

The EGSC Counseling Office supports the academic mission of EGSC by enhancing students' educational, career, personal and interpersonal development. Personal, career and academic counseling is available to students. The [EGSC Counseling Services webpage](#) informs the college community about available resources for crisis intervention, mental health, career, and information for parents. This unit also provides information for mental health emergencies and guidance for college personnel. (See [Plan for Managing a Psychological and Psychological/Medical Crisis](#)). The Director of Counseling and Disabilities Services serves as the chair of the [EGSC Alcohol, Drug Abuse and Violence Prevention Committee](#). This committee is charged with tracking student alcohol, drug and violent behavior incidents to identify and recommend interventions to reduce risk and incidence. The committee is also responsible for compliance with the Drug Free Schools and Communities Act.

EGSC Swainsboro and Statesboro students are served by on-site counselor at each location.

EGSC Augusta: EGSC Augusta students are served by an EGSC counselor from the main campus, at the time of this report, while a EGSC Augusta counselor vacancy search is conducted. For students in crisis, EGSC Augusta students may use the AU Counseling office. AU then coordinates follow-up care with the Director of Counseling and Disabilities services on the main campus.

Student Conduct

The EGSC Office of Student Conduct approaches student conduct violations as learning opportunities for students. However, when a student's conduct, actions and behavior poses a serious or immediate danger to persons or property, the [EGSC Interim Suspension Policy](#) allows for the immediate suspension of the student.

EGSC Augusta and EGSC Statesboro – EGSC Augusta students are also covered by the AU Student Code of Conduct and EGSC Statesboro students are also covered by the GSU Student Code of Conduct.

Title IX

The EGSC Office of Title IX is responsible for managing the college's Title IX compliance. Duties include the provision of training, education and awareness programs and activities for the campus community. The EGSC Coordinator of Title IX, Equity and Inclusion also chairs the Title IX Implementation Committee whose duties include tracking Title IX cases to spot trends and identify opportunities for education and training, facilities improvement, or security concerns.

EGSC Augusta and EGSC Statesboro: When Title IX reports are made concerning EGSC Augusta or EGSC Statesboro students, the Title IX Coordinators at the respective college work closely with the EGSC Title IX Coordinator to ensure that student complaints are investigated timely and due process provided to the parties.

EGSC CAMPUS EVENTS

EGSC's Event Planner is responsible for enforcement of the EGSC Minors on Campus Policy (See EGSC Minors on Campus Policy). Volunteers and event workers that are reasonably anticipated to have contact with a child under the age of 18 are required to undergo training and screening. The Minors on Campus Policy is intended to protect children attending campus and specific events (as defined in the policy). The EGSC Campus Events Review Committee evaluates large event proposals and camps to ensure compliance with EGSC and BOR Policy, laws and regulations.

EGSC'S BUSINESS AFFAIRS/AUXILIARY SERVICES DIVISION

To ensure the health of its students on the Swainsboro campus, EGSC contracts with a local provider for the operation of the student health clinic. The on-campus clinic is in the lower level of the Academic Building and is staffed by advanced practice practitioners to deliver primary care services to EGSC Swainsboro students. (See EGSC Health Services webpage).

EGSC Augusta: EGSC Augusta students have access to the Augusta University Clinical Services which provides services by a primary care physician, nurse practitioner, physician assistant, or nurse. The Clinic is located on the AU Health Sciences Campus.

EGSC Statesboro: EGSC Statesboro students have access to the Georgia Southern University Health Services. The clinic is located on the GSU Statesboro campus and is staffed by physicians, physician assistants and nurse practitioners to deliver primary care services.

EGSC'S PLANT OPERATIONS DIVISION

EGSC Plant Operations strives to provide the highest level of service to both internal and external customers while creating and maintaining an attractive, comfortable and safe environment for EGSC students, faculty, staff and visitors each day. Services provided by Plant Operations are:

- Maintenance and Repairs
- Custodial
- Landscape and Grounds
- Event Set Up
- Campus Planning, Facility Design and Construction Services
- Environmental Health and Safety

Campus Planning, facility design and construction services are coordinated with the USG Office of Real Estate and Facilities. Daily campus inspections are self-performed by EGSC Plant Operations staff and EGSC Police Officers at EGSC Swainsboro and EGSC Statesboro. Issues that are deemed immediate threat to the campus community are immediately rectified with either in-house maintenance staff or by contracted vendors. Issues that are identified which do not pose immediate threats to the health, safety and well-being of the campus community are added to the planning for future projects.

EGSC Augusta: Augusta University provides plant operations services to EGSC Augusta.

Environmental Health and Safety

The EGSC Plant Operations Division, the EGSC Office of Human Resources and the EGSC School of Mathematics and Natural Sciences share joint responsibility for environmental and occupational safety matters and continuously work to keep EGSC in compliance with applicable federal, state and local environmental health and safety laws, rules and regulations. The following services are provided:

- Environmental Compliance
- Occupational Safety
- Laboratory Safety
- Fire and Life Safety
- Chemical Safety and Hazardous Materials

The Director of Plant Operations is identified as the USG Environmental & Occupational Safety Campus Coordinator for EGSC. The Director's role is to ensure that the laboratory coordinator is kept informed of USG initiatives, reporting requirements and training, and to communicate with the Office of Human Resources regarding Right to Know Training. In addition, the Director is responsible for Fire and Life Safety and Hazardous Materials tracking, as well as overall Environmental Compliance on campus. (See EGSC Plant Operations Policy and Procedure Manual)

The EGSC School of Mathematics and Natural Sciences employs a full-time laboratory coordinator who is responsible for laboratory, and chemical safety and hazardous waste management in the Academic Building on the main campus, Statesboro Academic Facility and the laboratories utilized by EGSC Augusta on the Augusta University Summerville campus. All laboratories are supplied to allow for various laboratory activities to be performed and allow students to have the best learning experience possible. Supply and chemical checklists are completed by the laboratory coordinator monthly and bi-annually, respectively, and tracked through excel spreadsheets. Safety Data Sheets, equipment manuals, and a Laboratory Procedures Handbook are in both laboratory prep rooms and are easily visible and accessible by students, faculty, and staff. Supply and Chemical Checklists are also maintained for both off-campus sites (See EGSC Chemical Inventory Biology, EGSC Chemical Inventory Chemistry, EGSC Supply Checklist)

The EGSC Office of Human Resources is tasked with ensuring that EGSC faculty and staff are properly trained and in compliance with annual training requirements administered by the USG. Staff are required to participate in Right-to-Know training, provided by the USG Office of Real Estate and Facilities, and to participate in an annual refresher course. The training is tracked by the EGSC Office of Human Resources. (See EGSC Right to Know Training)






EGSC has had no investigations by the US Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

CONCLUSION

As demonstrated above, the actions of EGSC's key units and multi-disciplinary committees demonstrate that EGSC takes reasonable steps to provide a healthy, safe and secure environment for all members of the campus community.

Sources

-  AU Clinical Services
-  AU Emergency Action Guide
-  Clery 2019 Annual Security Report Swainsboro CAB 10-22-19 - Copy
-  Clery 2019 Annual Security Report- Augusta CAB 10-22-19 - Copy
-  Clery 2019 Annual Security Report-Statesboro CAB 10-22-19 - Copy
-  EGSC AU MOU 10-4-2017
-  EGSC Alcohol, Drug Abuse and Violence Prevention Committee
-  EGSC Behavioral Recommendation Team Manual
-  EGSC Bulloch County Sheriff MOU 2019 - Copy
-  EGSC Campus Annual Security Report Committee
-  EGSC Campus Emergency & Non Emergency Notification Systems Policy & Procedures - Copy
-  EGSC Campus Events Review Committee
-  EGSC Chemical Checklist Biology
-  EGSC Chemical Checklist Chemistry
-  EGSC Counseling Services Webpage
-  EGSC Director of Public Safety and Chief of Police Resume
-  EGSC Emanuel County Sheriff MOU 2019 - Copy
-  EGSC Emergency Action Plan 2019
-  EGSC Emergency Response Committee
-  EGSC Emergency Response Procedures Flipchart Statesboro - Copy
-  EGSC Emergency Response Procedures Flipchart Swainsboro - Copy
-  EGSC GA Southern Police MOU 2019
-  EGSC GSU MOU 03-19-2019
-  EGSC Health Services Webpage
-  EGSC Interim Suspension Policy
-  EGSC Minors on Campus Policy
-  EGSC Mission Statement Webpage
-  EGSC Plan for Managing a Psychological and Psychological Medical Crisis
-  EGSC Plant Operations Procedures Manual
-  EGSC Police Department Organizational Chart CAB 1-27-20
-  EGSC Police Department Webpage

-  EGSC Right to Know Training
-  EGSC Supply Checklist
-  EGSC Swainsboro Police Department MOU 2019
-  EGSC Title IX Implementation and Oversight Committee
-  GSU Health Services Statesboro

14.1

Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) accurately represents its accreditation status in accordance with the expectations of Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and understands that the accreditation of its off campus instructional sites, East Georgia State College Augusta and East Georgia State College Statesboro in particular, is dependent on the accreditation status of the main campus in Swainsboro. None of EGSC's off-campus instructional sites meet the SACSCOC definition of branch campuses, and their accreditation status is not published in an independent manner. Accordingly, this narrative does not address part (b) of this Principle.

EGSC ACCURATELY REPRESENTS ITS ACCREDITATIONS STATUS AND PUBLISHES SACSCOC'S CONTACT INFORMATION

EGSC's accreditation status is published in the EGSC 2019-20 Catalog, specifically in the section, "General Information," page 7. In addition to the Catalog, the accreditation of EGSC is published on the EGSC website under "Offices" – "President's Office" at: "Mission, Vision, Accreditation and Strategic Plan."

The published statement in all locations reads as follows:

East Georgia State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, associate and baccalaureate 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 East Georgia State College.




This statement is consistent with the wording required for accredited institutions under "Representation of Status with SACSCOC" in the Commission's Policy Statement on "Institutional Obligations for Public Disclosure." As expected in that Policy Statement, EGSC's representation of its SACCOC accreditation status includes the name, address, and telephone number of SACCOC in accordance with SACCOC requirements and federal policy.

When EGSC's accredited status is affirmed elsewhere in institutional publications, EGSC strives to represent it accurately. EGSC understands that regional accreditation is granted by SACSCOC to reference the quality of the institution as a whole and that institutional accreditation does not imply specific accreditation of any particular program in the institution. EGSC also understands that it should avoid any reference to being "fully accredited" by SACSCOC since partial accreditation is not possible.

CONCLUSION

In conclusion, EGSC in its catalog and on its website represents its accreditation status accurately and publishes the name, address and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy.

Sources

-  EGSC 2019-20 Catalog CAB 2-21-20
-  EGSC 2019-20 Catalog CAB 2-21-20 (Page 7)
-  EGSC Mission and Accreditation Webpage

14.2

Substantive Change

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) has a policy and procedure to ensure that all substantive changes are reported in accordance with Southern Association of Colleges and Schools (SACSCOC) Policy.

EGSC ADOPTED A SUBSTANTIVE CHANGE NOTIFICATION POLICY

EGSC adopted an updated Substantive Change Notification policy in 2018 and in February 2020.

(See the [EGSC Substantive Change Notification Policy](#))

EGSC SUBSTANTIVE CHANGE NOTIFICATION POLICY IS PUBLISHED

The current EGSC Substantive Change Notification Policy is published. It is available on the EGSC Policies and Procedures webpage, which is the location all employees use to reference approved and archived Policies and procedures of the College. The policy and SACSCOC substantive change documents are also available on the [EGSC SACSCOC Accreditation Webpage](#).

EGSC'S SUBSTANTIVE CHANGE NOTIFICATION POLICY IS IN ACCORDANCE WITH SACSCOC POLICY

The EGSC Substantive Change Notification Policy clearly directs compliance with the SACSCOC Substantive Change Policy:

"All substantive changes will be reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on a timely basis consistent with the Commission's policy on substantive changes."

(See [EGSC Substantive Change Notification Policy](#))

Defined within EGSC's Substantive Change Notification Policy are the following elements contained within the Policy, outlined in detail below:

- SACSCOC change definition and resources;
- Substantive change notification responsibilities;
- SACSCOC procedures for reporting substantive changes;
- The timing of internal reporting of potential substantive changes; and,
- The internal process for reporting substantive changes, and EGSC's process for reporting substantive changes to the Commission on Colleges.

Two charts are also provided to assist employees through the process: Substantive Change Checklist and SACSCOC Prospectus Outline.

SUBSTANTIVE CHANGE DEFINITION AND RESOURCES IN EGSC'S POLICY

The definition of substantive change and the SACSCOC resources identified in the EGSC Policy on Substantive Change Notification are consistent with SACSCOC Policy.

"Substantive change is a significant modification or expansion of the nature and scope of an accredited institution, as defined in SACSCOC Substantive Change Policy."

A number of SACSCOC substantive change documents and other resources are available on this webpage, including the following on-demand Focused-Topic Webinars:

- Determining Significant Departure
- Dual Enrollment and Instructional Sites
- How to Write a Prospectus
- Managing Off-campus Instructional Sites
- ..."

(See EGSC Substantive Change Notification Policy)

SUBSTANTIVE CHANGE NOTIFICATION RESPONSIBILITIES ARE CLEARLY IDENTIFIED IN EGSC'S POLICY

The notification duties placed on EGSC's faculty and staff are consistent with SACSCOC Policy.

"It is the responsibility of all college personnel to be aware of the requirements to notify SACSCOC (and, in some cases, obtain advanced approval) concerning all substantive changes. The determinations about whether a proposed action is a substantive change, what type of notice is required, when that notice is required and whether SACSCOC must give advance approval will often require advance consultation with the college's SACSCOC liaison who also serves as the Director of Strategic Planning and Institutional Research. This policy establishes procedures to assure that such consultation takes place in advance to enable these discussions about compliance with the SACSCOC substantive change policy to take place on a timely basis.

East Georgia State College's (EGSC) SACSCOC liaison is responsible for coordinating the College's substantive change notification actions. The College's SACSCOC liaison will present an overview of the SACSCOC substantive change policy to the President's Cabinet at the beginning of each academic year and inform the Cabinet of important updates as necessary. The SACSCOC liaison will maintain a link on the College's Website to this substantive change notification policy and a worksheet that will aid in the identification of substantive changes and preparation of required documentation.

In addition, the SACSCOC liaison will consult with the President of the College and the President's Cabinet concerning strategic initiatives that may be classified as substantive changes according to SACSCOC policy. The SACSCOC liaison also coordinates with Academic Affairs on off-site locations offerings to monitor approval thresholds at each site."

(See EGSC Substantive Change Notification Policy)

EGSC'S POLICY IDENTIFIES THE DIFFERENT TYPES OF SACSCOC PROCEDURES FOR REPORTING SUBSTANTIVE CHANGES

EGSC's SACSCOC Substantive Change Notification Policy clearly identifies the various SACSCOC procedures for reporting substantive change.

"According to the SACSCOC policy, there are three procedures for addressing the different types of substantive change:

- **Procedure One** for the Review of Substantive Changes Requiring Approval Prior to Implementation (Notification may also be required).
- **Procedure Two** for the Review of Substantive Changes Requiring Only Notification Prior to Implementation (some changes also require submission of additional documents).
- **Procedure Three** for Closing a Program, Site, Branch Campus or Institution."

(See [EGSC Substantive Change Notification Policy](#))

In recent years, EGSC has reported to SACSCOC different types of substantives changes. Some of these changes have been reported to SACSCOC using Procedure One and others using Procedure Two.

For example, Procedure Two was used to report to SACSCOC the offering of 10 associate of arts and 5 associate of science degrees with disciplinary distinctions beginning in Fall Semester 2017.

- See [EGSC Associate Degrees Notification Letter to SACSCOC 9/28/16](#) - notifying SACSCOC of new associates degrees with majors in specific disciplines.
- See [SACSCOC to EGSC AA AS Degree Acknowledgement Letter 2/7/17](#) - acknowledging receipt of that information.

In contrast, Procedure One was followed in 2018 for reporting EGSC's new RN-BSN baccalaureate degree program.

- See [EGSC SACSCOC RN-BSN Expansion Notification Letter 2/3/17 referring to November 18, 2016 submission of prospectus to SACSCOC](#);
- See [SACSCOC Substantive Change EGSC RN-BSN Bridge Program Approval and Committee 3/24/17](#) approving the RN-BSN program and authorizing a substantive change committee; and
- See [SACSCOC Letter to EGSC After On-Site Visit of RN-BSN Program 7/3/18](#) confirming EGSC's accreditation following the on-site review of the RN-BSN Program.

EGSC'S POLICY ESTABLISHES TIMING OF INTERNAL REPORTING OF POTENTIAL SUBSTANTIVE CHANGES

EGSC's policy establishes timing standards for notification to SACSCOC:

"The due dates for notifying SACSCOC vary according to the type of substantive change being proposed. In some cases, notice must be given to SACSCOC significantly in advance of implementation of the change. Accordingly, proposals which may be substantive changes should be reported by the college personnel initiating that proposal at the time of initial development of the proposal. This would enable the person reporting the potential change and the SACSCOC liaison to determine the appropriate due date."

(See [EGSC Substantive Change Notification Policy](#))

EGSC'S POLICY ESTABLISHES AN INTERNAL PROCESS FOR REPORTING SUBSTANTIVE CHANGES

EGSC's policy establishes an internal process to assure reporting of all substantive changes.

"1. Academic Changes

All proposals for curricular modifications, new degree programs, and/or academic work on levels previously not included within the scope of EGSC's SACSCOC accreditation must be reviewed within the context of SACSCOC and EGSC substantive change criteria and policies by the School's Academic Dean and the Vice President for Academic and Student Affairs prior to submission to the Academic Policies and Curriculum Committee (APCC).

a. The dean and VPASA will complete the substantive change checklist and outline forms presented below prior to initiating review of the proposal. The VPASA must send the forms to the SACS liaison and the Cabinet to alert them to any potential substantive change issues that may arise in connection with new academic proposals prior to any submission to the APCC.

b. Any academic proposal to the APCC must include a section indicating the need (or not) for a substantive change proposal(s) to SACSCOC and must provide sufficient information for the committee to determine whether the institution can meet the SACSCOC Principles of Accreditation deemed to be necessary for substantive change approvals. Proposals to APCC should not be approved if the proposal cannot document that the substantive change involved cannot support and adhere to SACSCOC Principles. Faculty senate reviews should also take into account the substantive change issues documented in the proposal.

2. All other changes

In consultation with the College's SACSCOC liaison and the President's Cabinet, initiatives to be presented to the Cabinet will be reviewed based on SACSCOC substantive change policy criteria prior to presentation to Cabinet.

a. EGSC personnel responsible for implementing a substantive change will complete the substantive change checklist and outline forms presented below.

b. The College's SACSCOC liaison in conjunction with the appropriate Vice President will prepare a timeline for each approved initiative that has been identified as a substantive change, including when the College will submit the initiative to its governing board, the University System of Georgia Board of Regents (USG BOR); when SACSCOC must be notified; and when any supporting documentation needs to be submitted to both agencies.

3. Depending upon the substantive change to be reported, the appropriate academic and institutional committees will take the necessary actions to implement the substantive change. The development of new academic programs will be supported by the work of the APCC and the Faculty Senate."

(See [EGSC Substantive Change Notification Policy](#))

EGSC REVIEWS AND PERIODICALLY UPDATES ITS SUBSTANTIVE CHANGE POLICY

EGSC periodically updates the above policy to comply with the SACSCOC Substantive Change Policy.

(See the prior EGSC Substantive Change Policy, in effect from January 24, 2013 – October 23, 2018; and EGSC Substantive Change Policy in effect October 23, 2019 - February 18, 2020. These were replaced by the current Policy described above.)

EGSC HAS A CLEARLY DEFINED PROCESS FOR REPORTING SUBSTANTIVE CHANGES TO SACSCOC

EGSC has established a clearly defined process for reporting substantive changes to SACSCOC.

- “1. The SACSCOC liaison, in conjunction with the appropriate Vice President, will prepare any required notification of SACSCOC and any required request for approval by SACSCOC for the President of the College to review, approve, sign. The SACSCOC liaison will then notify SACSCOC of the substantive change in the manner and by the date required by the SACSCOC Substantive Change Policy.
2. All required documentation to obtain approval for the substantive change will be prepared under the leadership of the divisional Vice President or Dean of the School in consultation with the EGSC SACSCOC liaison. The documentation must be submitted by the Vice President or Dean in charge of the initiative to the President of the College and the EGSC SACSCOC liaison for review at least one month in advance of any deadlines published by SACSCOC.
3. All communication between EGSC and SACSCOC concerning any notice of a substantive change or request for approval of a substantive change will be carried out by the SACSCOC liaison or the President.”

(See EGSC Substantive Change Notification Policy)

The ability to successfully implement the procedures described above is largely dependent on an institutional awareness of SACSCOC policies and expectations and an understanding of the infrastructure for leading and supporting EGSC’s compliance with the *Principles of Accreditation*. Therefore, information sharing and providing faculty and staff with learning opportunities about the SACSCOC reaffirmation process, Principles, standards, QEP process, etc., has become an integrated and regular conversation across campus: it is a standing agenda item for the President’s Cabinet meetings and Senior Staff meetings, and multiple discussions are conducted during the annual Fall Workshop, as well as at focused meetings throughout the year that involve faculty, staff and students.

DOCUMENTATION OF EGSC’S COMPLIANCE IN REPORTING SUBSTANTIVE CHANGES TO SACSCOC

The Director of Strategic Planning and Institutional Research is the EGSC SACSCOC Liaison and is responsible for maintaining a record of the college’s substantive changes. To further demonstrate EGSC’s compliance, the chart below illustrates substantive changes submitted to SACSCOC since EGSC’s last decennial review:





LIST OF SUBSTANTIVE CHANGES SUBMITTED TO SACSCOC SINCE THE LAST REAFFIRMATION

Date of Approval/ Acknowledgement	Description of Substantive Change
May 30, 2012	Name Change from East Georgia College to East Georgia <u>State</u> College
July 10, 2013	Elevation to Level II offering the Bachelor of Science in Biology
August 23, 2013	Offer of Associate of Arts Degrees at EGSC Statesboro Off-campus Site
January 19, 2016	Expansion of Couse Offerings at EGSC Augusta Off-campus Site
February 2, 2016	Bachelor of Arts in Fire and Emergency Services Administration
June 30, 2016	Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities non-credit CHOICE Program
December 13, 2016	Dual Enrolled Students May Earn 25-49% of Program at Burke County High School
December 13, 2016	Dual Enrolled Students May Earn 25-49% of Program at Metter High School
February 7, 2017	Associate of Arts with a major in English
February 7, 2017	Associate of Arts with a major in Art
February 7, 2017	Associate of Arts with a major in Criminal Justice
February 7, 2017	Associate of Arts with a major in History
February 7, 2017	Associate of Arts with a major in Political Science
February 7, 2017	Associate of Arts with a major in Psychology
February 7, 2017	Associate of Arts with a major in Sociology
February 7, 2017	Associate of Science with a major in Chemistry
February 7, 2017	Associate of Science with a major in Mathematics
February 7, 2017	Associate of Science with a major in Recreation
February 7, 2017	Associate of Science with a major in Biology
February 7, 2017	Associate of Science with a major in Business Administration
August 10, 2017	Associate of Arts with a major in Fire and Emergency Services Administration
September 27, 2017	Associate of Arts with a major in Communication Arts
October 10, 2017	Associate of Arts with a major in Early Childhood Education
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Burke County High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Cross Creek High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Lincoln County High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Metter High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Screven High School
February 7, 2018	Dual Enrolled Students Offered less than 50% of Program at Vidalia High School
July 3, 2018	Bachelor of Science in Nursing RN to BSN Bridge Program
Pending	Relocation of EGSC Statesboro Instructional Site to Statesboro Campus of Georgia Southern University Serving the Same Geographic Area

CONCLUSION

EGSC has established a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC Policy. EGSC reviews and periodically updates that policy, as needed. EGSC, in fact, reports substantive changes to SACSCOC in accordance with that policy.

Sources

-  EGSC Associate Degrees - SACSCOC Notification Letter 9-28-2016
-  EGSC FDMR Attachment A 2019_Signed
-  EGSC RN-BSN Bridge Prospectus Submission Letter 11-18-2016
-  EGSC RN-BSN Bridge Substantive Change Committee Response Letter 2-23-2018
-  EGSC Representation Letter 2019_Signed
-  EGSC SACSCOC Accreditation Webpage
-  EGSC SACSCOC RN-BSN Program Expansion Notification Letter 2-3-2017
-  EGSC Substantive Change Notification Policy 2-18-2020
-  EGSC Substantive Change Notification Policy 2013-2018
-  EGSC Substantive Change Policy 10-23-18 to 2-18-20
-  SACSCOC EGSC AA AS Degrees with Majors Acknowledgement Letter 2-7-2017
-  SACSCOC EGSC RN-BSN Approval July 3 2018
-  SACSCOC RN-BSN Bridge Program Acknowledgement Letter 2-28-2018
-  SACSCOC Substantive Change Policy Statement
-  SACSCOC Substantive_Change_EGSC_RN-BSN Bridge Program_Approval_3-24-2017

14.3

Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) applies all appropriate standards and policies to its distance learning programs, dual enrolled students and off-campus instructional sites. EGSC does not have branch campuses.

The narrative below first outlines EGSC's policy structure assuring that all appropriate standards and policies apply to EGSC's distance learning courses and programs, dual enrollment courses and off-campus instructional sites. The narrative then provides an overview of the scope of EGSC's courses and programs in each of those areas (distance learning, off-campus instructional sites and dual enrollment). The narrative then provides an overview of the administrative structure in place to assure that all appropriate standards and policies are applied in each of those areas. Finally, the narrative provides a discussion (with links to other sections of this compliance certification) addressing each of the applicable areas described in section 14.3 of the 2018 SACSCOC Resource Manual for the Principles of Accreditation.

ALL OF EGSC'S POLICIES APPLY TO ITS DISTANCE LEARNING PROGRAMS, DUALY ENROLLED STUDENTS AND OFF-CAMPUS INSTRUCTIONAL SITES

EGSC's policies and procedures are located on the President's Policies and Procedures webpage. The webpage includes all handbooks and is categorized by topic and unit areas. At the top of the [EGSC Policies and Procedures of the College web page](#), is the following statement:

All college policies and procedures, unless expressly stated otherwise, apply to:

- All faculty and staff;
- **All students, regardless of instructional delivery mode;**
- **The EGSC Swainsboro, Statesboro, Augusta locations;**
- **All off campus dual enrollment high school locations;** and
- All college sponsored events regardless of location.

This statement clearly indicates that all college policies apply to all students and all instructional delivery modes and all locations. Distance education students are subject to additional procedures for authentication as described in this section and dual enrollment students are subject to University System of Georgia admissions standards.

EGSC does not have any branch campuses as defined by SACSCOC.

DISTANCE EDUCATION COURSES AND PROGRAMS OFFERED BY EGSC

According to the SACSCOC Distance and Correspondence Education Policy Statement, distance education is defined as:

“ ... a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program”.

As discussed in more detail below, EGSC offers wholly on-line degree programs and offers an array of specific courses online. In addition, EGSC student may take courses through e-Core, a University System of Georgia (USG) initiative. e-Core is a cooperative academic arrangement and is described in more detail in section 10.9 of this compliance certification. The following is a summary of EGSC's distance education courses and programs:

Wholly On-Line Degree Programs

EGSC offers two bachelor's degree programs wholly online, as described below.

Fire and Emergency Services Administration Bachelor of Arts Degree Program

The Fire and Emergency Services Administration Bachelor of Arts degree program is designed to create a career pathway for future and current firefighters, emergency services personnel and others interested in public safety management. Fire service, emergency management, disaster preparedness and public administration courses are blended into a degree program that provides knowledge for a leadership role in the administration and management of an emergency services organization. The program follows the design set forth by the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. No other bachelor degree program in Georgia offers such a unique combination of vital coursework in fire and emergency services administration, public management, organizational behavior, and professional development.

The Bachelor of Arts in Fire and Emergency Services Administration is a totally online program. 100% of the students are totally online, meaning there are no students in the program (that have completed the Associate of Arts in Fire and Emergency Services Administration) who are taking face-to-face classes.

RN-BSN Bridge Program Bachelor of Science in Nursing Program

Consistent with the EGSC mission, the EGSC RN-BSN Bridge Program mission is to provide nursing education that is affordable and accessible. In a commitment to excellence, the principal mission of EGSC Nursing Department's RN-BSN Bridge Program is to assist in meeting the healthcare needs of the community. The RN-BSN Bridge Program expands on the Associate degree mission in that the focus extends to prepare the BSN graduate for roles across the continuum including leadership, health promotion, disease prevention, community health, and research.

EGSC's RN-BSN Bridge Program curriculum is based on the concepts of patient, health, environment, nursing and learning. All courses are designed to build on previous nursing knowledge gained in an Associate-degree nursing program. Courses in the EGSC RN-BSN Bridge Program progress according to the *Benner Model of Nursing, Novice to Expert Level of Experience* (Novice, Beginner, Advanced Beginner, Competent, Proficient, and Expert levels). Students coming into the EGSC RN-BSN Bridge Program are considered at the Advanced Beginner level in their knowledge of nursing. As such, the courses in the first semester are designed for the Advanced Beginner. By the last semester, courses have progressed to meet a Proficient level of nursing. (The last level, Expert, is based on experience and is usually not achieved until a nurse has been in practice for five or more years.)

Specific EGSC Courses Available On-Line

In addition to these wholly online degree programs, EGSC offers an array of individual courses online. For Spring 2020, EGSC offers approximately 160 online sections.

eCore Courses

EGSC students have the opportunity to take online courses through a USG collaborative program known as eCore. The following is a description of eCore.

“eCore is a collaborative program of the University System of Georgia (USG) established with the goal to make higher education more accessible within our state. eCore offers students the opportunity to complete undergraduate requirements in Core Areas A-E completely online via public colleges and universities within the University System. eCore courses are taught by instructors from SACSCOC accredited institutions within the system, and are transferrable within the USG as well as to most regionally accredited schools.”

(See [USG eCore webpage](#). Also see [description of eCore in Section 10.9 of this Compliance Certification](#))

EGSC OFF-CAMPUS INSTRUCTIONAL SITES

According to the 2018 SACS Resource Manual for the Principles of Accreditation, an off-campus instructional sites is:

“ ... a teaching site located geographically apart from the main campus. A site at which an institution provides electronic delivery and where students go to access the support services needed is also considered an off-campus instructional site. The site is not independent of the institution’s main campus”.

Off-Campus Instructional Sites with USG Partner Institutions

EGSC has two off-campus instructional sites with USG partner institutions: EGSC-Statesboro and EGSC-Augusta. Neither site is a branch campus. As described above (policies of EGSC) and in the MOUs with EGSC partner USG institutions (see below and [section 10.8 of this compliance certification](#)), all policies and procedures of EGSC apply to these off-campus instructional sites:

- **EGSC Statesboro** is an instructional site currently located approximately 3 miles from the Georgia Southern University campus. Georgia Southern University is a sister institution to EGSC in the USG. The EGSC Statesboro facility houses 12 classrooms and faculty and administrative space, student support service, coffeeshop and bookstore. EGSC Statesboro students, through a formal MOU with GaSouU, attend EGSC classes at the EGSC Statesboro facility and on the GaSouU campus. In 2021, this physical location will (as contemplated by the MOU), move to the GaSouU campus. The MOU provides that EGSC will provide academic and administrative oversight of the program. EGSC Statesboro is staffed with a Director, Assistant Director/Student Affairs professional, Counselor (from main campus), tutors and administrative staff. While the EGSC Statesboro instructional site operates with full time faculty and full-time staff, EGSC Statesboro does not function independently from the central administration of EGSC. It is not a branch campus as defined by SACSCOC.

See MOU with Georgia Southern University (although his Memorandum is entitled a cooperative organization MOU, it is not a “cooperative organization MOU” as defined by SACSCOC since EGSC does not record credits on its transcripts as its own without delivering all of the educational processes for those credits). See discussion of this MOU in section 10.8 of this Compliance Certification (Memoranda of Understanding with Other USG Institutions).

- **EGSC Augusta** is an instructional site located on the Augusta University (AU) campus. AU is a sister institution to EGSC in the University System of Georgia (USG). EGSC Augusta students, through an MOU with AU, attend classes on the AU campus. The agreement provides that EGSC will provide academic and administrative oversight of the program. EGSC Statesboro is staffed with an Associate Vice President for External Campuses/Director, Assistant Director/Student Affairs professional, Counselor, tutors and administrative staff. AU is responsible for the physical facility and grounds of the EGSC Augusta site. While the EGSC Augusta instructional site operates with full time faculty and full-time staff, EGSC Augusta does not function independently from the central administration of EGSC. It is not a branch campus as defined by SACSCOC.

See MOU with Augusta University. See MOU with Georgia Southern University (although his Memorandum is entitled a cooperative organization MOU, it is not a “cooperative organization MOU” as defined by SACSCOC since EGSC does not record credits on its transcripts as its own without delivering all of the educational processes for those credits). See discussion of this MOU in section 10.8 of this Compliance Certification (Memoranda of Understanding with Other USG Institutions).

EGSC DUAL ENROLLMENT: ON EGSC CAMPUS, ON-LINE, AND AT OFF CAMPUS INSTRUCTIONAL SITES

The 2018 SACSCOC Resource Manual for the Principles of Accreditation defines a “dual enrollment program” as follows:

“A dual enrollment program” (or dual credit program) is one where a high school student earns college credit for courses that also satisfy high school requirements. Higher education institutions awarding college credit to high school students are fully responsible for the quality and integrity of that credit.”

EGSC offers dual enrollment courses face to face on its main campus and at EGSC Statesboro and EGSC Augusta, on-line and at off campus instructional sites (at area high schools). None of the high school sites qualify as a branch campus. As described above, all policies and procedures of the college apply to all of the dual enrollment students and courses, whether at EGSC in Swainsboro, Statesboro or Augusts, online or at a high school instructional site.

EGSC has offered, and is now offering, (Spring 2020) dual enrollment courses at the following high school sites. EGSC offers less than 25% of the courses required to earn a degree at each of these locations.

High School Site	Spring 2019	Fall 2019	Spring 2020
Screven County H.S.	X	X	X
Cross Creek H.S.	X		
Brentwood H.S.	X	X	X
Harlem H.S.		X	X
Hephzibah H.S.		X	X

EGSC faculty travel to the off-campus sites to deliver instruction as part of the high school student's regular schedule. EGSC and each partner dual enrollment high school entered into a Memorandum of Understanding concerning facility usage, EGSC course offerings, EGSC semester begin and end dates, technology and equipment.

See MOU with Screven County High School - Spring 2019, Fall 2019, Spring 2020.

See MOU with Cross Creek High School - Spring 2019.

See MOU with Brentwood High School - Spring 2019, Fall 2019, Spring 2020.

See MOU with Harlem High School - Fall 2019, Spring 2020.

See MOU with Hephzibah High School - Fall 2019, Spring 2020.

resented below are the Spring and Fall 2019 semesters overall course success rates by location and mode of delivery for selected student cohorts. Breakdowns of these course success rates by gender and ethnicity are listed in EGSC Course Success Rates Spring 2019 and EGSC Course Success Rates Fall 2019.

EGSC ADMINISTRATIVE OVERSIGHT OF DISTANCE LEARNING PROGRAMS

In addition to the application of EGSC policies and procedures to its distance learning course and programs, EGSC has in place an administrative structure as described below to assure that the policies and procedures are in fact applied.

EGSC has a Director of eLearning. The major duties of the Director of eLearning include:

- Oversees online, hybrid, and web-enhanced course development.
- Evaluates online course development and instruction.
- Assists / supports faculty & students with problems / issues in online courses.
- Manages the evaluation process of distance learning at the college, including recommendations of criteria for student eligibility to take online courses and for faculty teaching online courses.
- Designs, develops, and delivers workshops and related training to faculty through the use of instructional technologies, educational best practices, instructional resources, and multimedia hardware/software to support instruction, often in conjunction with the college's center for teaching and learning.
- Develops and manages the annual distance learning budget.
- Teaches at least three online courses per year as a model for excellence in online teaching and learning.
- Represents the college at the state level at meetings related to the LMS and distance education.
- Collaborates with leadership to develop a strategic plan for online program development in support of the institutional strategic plan.

(See EGSC Academic Affairs Organizational Chart; See EGSC IT Organizational Chart; See also EGSC Position Description for Director of eLearning)

EGSC ADMINISTRATIVE OVERSIGHT OF OFF-CAMPUS INSTRUCTIONAL SITES

In addition to the application of EGSC policies and procedures to its off-campus instructional sites, EGSC has in place an administrative structure as described below to assure that the policies and procedures are in fact applied.

(See EGSC Organizational Chart; Also, see EGSC External Campuses Organizational Chart)

EGSC AUGUSTA

An Associate Vice President for External Campuses (AVPEC) reports directly to the President. The AVPEC is responsible for oversight of both of EGSC's off-campus instructional sites (EGSC Augusta and EGSC Statesboro). The AVPEC develops and proposes plans and policies to assure long-term quality and success of the college's current and future external campuses. In addition to general oversight of both off-campus instructional sites, the AVPEC is responsible for the day-to-day supervision of EGSC Augusta.

EGSC Augusta currently has a staff, in addition to the AVPEC, consisting of the following:

- Assistant Director of Student Affairs
- Institutional Services Coordinator
- Administrative Assistant
- Academic Center for Excellence Coordinator
- Academic Center for Excellence Tutor
- Part-time tutors

(See Position Description of Associate Vice-President for External Campuses)

EGSC STATESBORO

A Director of the EGSC Statesboro instructional site reports jointly to the AVPEC and the President. The Director of EGSC Statesboro is responsible for directing day-to-day operations of EGSC Statesboro, developing short-term and long-term goals and plans for the program and working with appropriate personnel/departments to realize those goals and plans.

EGSC Statesboro currently has a staff, in addition to the Director of EGSC Statesboro, consisting of the following:

- Assistant Director of Student Affairs
- Institutional Services Coordinator
- Part-time Clerk
- Admissions Recruiter
- Director of the Learning Commons (Supervises personnel in the Academic Center for Excellence at EGSC Statesboro)

(See Position Description for Director of EGSC Statesboro)

EGSC EXTERNAL SITE COMMITTEE

In order to ensure process consistency and realize efficiencies across our three campus locations, East Georgia State College has developed an External Site Standing Committee. According to the EGSC Statutes, the purpose of this committee is to:

" ... assist in the development of the East Georgia State College extended campus locations. The functions of this committee are to implement, monitor and evaluate enrollment strategies, identify areas of opportunity or concern and develop proactive solutions, develop efficiencies and best practices for the extended campus locations through utilization of existing College resources, enhance communication among various units of the college and the extended campus locations, and to recommend policies and procedures as necessary and proper to accomplish its purpose."

(See EGSC Statutes, Section V.B.21.)

EGSC ADMINISTRATIVE OVERSIGHT OF DUAL ENROLLMENT

In addition to the application of EGSC policies and procedures to all dually enrolled students and dual enrollment courses, EGSC has in place an administrative structure as described below to assure that the policies and procedures are in fact applied.

A Dual Enrollment Coordinator reports to the Associate Vice President for Academic Affairs. The Dual Enrollment Coordinator works with EGSC Academic Affairs personnel, EGSC faculty and responsible administrators at local high schools to assure the quality of EGSC Dual Enrollment courses.

The responsibilities of the Dual Enrollment Coordinator include:

- Recruiting dual enrollment students;
- Assists Admissions in securing documents for acceptance;
- Assists with Accuplacer testing as needed;
- articulating dual enrollment opportunities to secondary schools in the service area;
- Serves as the liaison for EGSC and high school counselors to manage and facilitate new programs;
- Articulates Dual Enrollment opportunities to secondary schools;
- Establishes a schedule of Dual Enrollment operations and activities (advising, registration, course materials, student orientations, etc.) at all locations each semester;
- Contacts all accepted Dual Enrollment students to arrange advisement appointments;
- Prepares reports of Dual Enrollment Operations as directed;
- Approves all dual enrollment funding applications in preparation for Financial Aid Processing;
- Assists Library staff in preparation of Dual Enrollment book pick up/delivery;
- Assists Business Office staff with any student account issues.

In addition, the Dual Enrollment Coordinator works with the following units to coordinate their activities in the area of Dual Enrollment: The Admissions Office, the Financial Aid Office, the Business Office, and the Library. The role of each unit is outlined below:

- The Admissions Office is responsible for the processing of admissions documents and acceptance. Admissions provides acceptance documents to students and assists with Accuplacer testing as needed;
- The Financial Aid office is responsible for awarding the Dual Enrollment funding to student account based on approved Dual Enrollment Funding Applications provided by the Dual Enrollment Coordinator;
- The Business Office is responsible for applying required tuition and fee waivers to all Dual Enrollment students as well as oversee any other fees not covered by the Dual Enrollment Funding Program;
- The Library facilitates the EGSC Dual Enrollment Book Loan Program. Each semester Library staff is assisted by the Dual Enrollment Coordinator in ensuring that all books and access codes required are available for students as needed/required.

(See [EGSC Academic Affairs Organization Chart](#); See [Position Description for Dual Enrollment Coordinator](#); See [Associate Vice-President for Academic Affairs Position Description](#); See also [EGSC Dual Enrollment Handbook](#))

In order to assist the Dual Enrollment Coordinator in assuring the quality of Dual Enrollment courses, EGSC has established a Dual Enrollment Committee.

The purpose of the Dual Enrollment committee is to assure that the DE Program is an effective early admission program for qualified high school students. The functions of the

committee are to ensure the continual recruitment of students and high schools for the program, provide specialized enrollment services to Dual Enrollment applicants and students, maintain data about high schools in the program and Dual Enrollment student success, and recommend policies and procedures as necessary and proper to accomplish its purpose.

(See EGSC Statutes, Section V.B.19.)

SPECIFIC SACSCOC PRINCIPLES APPLICABLE TO DISTANCE EDUCATION, OFF-CAMPUS INSTRUCTIONAL SITES AND DUAL ENROLLMENT

Mission

See 2.1 of this compliance certification.

EGSC's mission as an access institution within the USG is described in detail in Section 2.1 of this Compliance Certification. As described in that narrative addressing Section 2.1, EGSC is characterized by its governing body, the BOR, as a state college-associate dominant select bachelor's. The USG consists of 26 institutions of various types. EGSC is the only state college in a region of the state consisting of the area within the triangle formed by Augusta, Savannah and Macon. In order to provide access in that large geographical area, EGSC has established two instructional sites in partnership with sister USG institutions in Statesboro and Augusta, Georgia (See MOU Cooperative Academic Agreement with Georgia Southern University; See also MOU Cooperative Academic Agreement with Augusta University). In addition, EGSC participates in a USG initiative known as e-Core, designed to make the core curriculum widely available via distance learning (See e-Core MOU; also see Section 10.9 in this Compliance Certification). EGSC also offers wholly online courses and programs designed to provide access to students in the region (See Section 10.6 in this Compliance Certification). In addition, EGSC seeks to achieve its access mission by providing dually enrolled courses at high school sites throughout the region (See EGSC Dual Enrollment Handbook). All of these activities seek to broaden access to higher education in the region as required by EGSC's mission.

Degree Granting Authority

See Section 3.1a of this Compliance Certification (Distance Education and authorization for out-of-state students).

As described in Section 3.1.a of this Compliance Certification, EGSC is authorized to offer online courses to out-of-state students.

Faculty Qualifications, Program Coordination, Faculty Appointment and Evaluations, and Faculty Development

See Sections 6.2.a, 6.2.c, 6.3 and 6.5 of this Compliance Certification.

All EGSC faculty, regardless of location or mode of instructional delivery, are faculty of EGSC, not faculty of a particular location or modality. All faculty teaching at all instructional sites and via all modes of delivery are included in the faculty rosters for Section 6.2.a of this Compliance Certification. All of those faculty must meet the same standards for appointment, employment and regular evaluation, as described in Section 6.3 of this Compliance Certification. EGSC is organized into two Schools, each led by a Dean. Both of those Deans report to the Vice President for Academic and Student Affairs. Each degree program offered by EGSC has a designated academic program coordinator, as described in Section 6.2.c. (See OVERSIGHT OF ACADEMIC PROGRAMS OFFERED THROUGH DUAL ENROLLMENT, DISTANCE EDUCATION AND OFF-CAMPUS INSTRUCTIONAL SITES) Those academic program coordinators are under the

supervision of their respective deans and the Vice President for Academic and Student Affairs. This applies regardless of location or mode of delivery. All faculty receive, at all locations and via all modes of delivery, receive the same opportunities for faculty development as described in Section 6.5 of this Compliance Certification.

Institutional Planning

See [Section 7.1 of this Compliance Certification](#).

EGSC's institutional planning process is described in detail in Section 7.1 of this Compliance Certification. As evidenced clearly, the narrative addresses online education, dual enrollment and off campus instructional sites.

See [EGSC Strategic Plan FY2020-FY2022](#)

- See [Goal #1, Strategy 2 \(Strengthen Dual Enrollment\)](#);
- See [Goal #3, Strategies 12d and 12e concerning EGSC instructional sites in Statesboro and Augusta](#);
- See [Goal #2, Strategy 7 \(Enhancement and utilization of online services\)](#).

Student Achievement

EGSC monitors achievements of its students by location and mode of delivery and monitors achievement of dually enrolled students.

Overall Student Course Success Rates	Spring 2019				Fall 2019			
	Augusta	Statesboro	Swainsboro	Overall	Augusta	Statesboro	Swainsboro	Overall
On-Campus Continuing Students								
Successful	60.6%	65.6%	62.3%	63.6%	61.8%	62.4%	63.9%	62.9%
Unsuccessful	39.4%	34.4%	37.7%	36.4%	38.2%	37.6%	36.1%	37.1%
On-Campus New Freshmen								
Successful	73.8%	47.4%	55.9%	54.2%	63.2%	59.3%	59.4%	60.0%
Unsuccessful	26.2%	52.6%	44.1%	45.8%	36.8%	40.7%	40.6%	40.0%
Online Only								
Successful	60.6%	66.4%	69.5%	67.5%	51.7%	66.7%	67.2%	65.0%
Unsuccessful	39.4%	33.6%	30.5%	32.5%	48.3%	33.3%	32.8%	35.0%
Dual Enrollment								
Successful	79.7%	87.9%	93.3%	90.1%	85.2%	91.9%	90.7%	90.4%
Unsuccessful	20.3%	12.1%	6.7%	9.9%	14.8%	8.1%	9.3%	9.6%

See [section 8.1 of this Compliance Certification](#).

Student Outcomes

See [Section 8.2 of this Compliance Certification](#).

Academic Policies and Public Information

See [Section 10.1 \(Application of EGSC's academic policies to distance education, dual enrollment and instructional sites\)](#) and [Section 10.2 of this Compliance Certification](#)

EGSC's academic policies apply to all locations and modes of delivery. All of EGSC's academic calendars, grading policies, cost of attendance and refund policies are available online to students and the public.

Academic Governance

See Section 10.4 of this Compliance Certification.

EGSC's policies on the authority of faculty in academic and governance matters applies in the same manner to all faculty members and academic and governance matters, regardless of location or mode of delivery.

Distance and Correspondence Education

See Section 10.6 of this Compliance Certification.

EGSC ensures that the student registering for an online/e-core course, is the same student who participates in and completes the course to receive credit; has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and ensures that the student is notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. All written procedures for protecting the privacy of students enrolled in these courses is consistent, regardless of off-site campus location and located on the EGSC On-line Education webpage. In addition, student enrolled in on-line classes must take at least one proctored exam during the semester. Students may take the proctored exam through Proctor U, an online proctoring service, where student identity is verified by photo identification.

Policies for Awarding Credit

See Section 10.7 of this Compliance Certification.

EGSC is consistent in determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. High school students participating in dual enrollment courses may receive credit for both high school and college credit.

Cooperative Academic Agreements

See Section 10.9 of this Compliance Certification.

EGSC assures the quality and integrity of programs offered through e-Core and the USG European Council Study Abroad Program as described in Section 10.9 of this Compliance Certification.

Library and Learning Resources

See Sections 11.1, 11.2 and 11.3 (EGSC Library serves distance education and dually enrolled students) of this Compliance Certification.

Faculty, staff and students at EGSC's instructional sites in Statesboro and Augusta have full access the online and physical library and learning resources of EGSC's Swainsboro campus. In addition, EGSC Augusta students have full access to the resources of the Augusta University library; and EGSC Statesboro students have full access to the resources of the Georgia Southern University library (as long as the student is enrolled in more than three credit hours). (See MOU Cooperative Academic Agreement with Georgia Southern University; see also MOU Cooperative Academic Agreement with Augusta University.) In addition, students at the Augusta and Statesboro instructional sites have access to the tutoring and advising services in EGSC's Academic Center for Excellence (ACE) at both of those locations.

Online and dually enrolled students have access to the full physical and online resources of the EGSC Library. In addition, dually enrolled students have access to all library and learning resources at their current high school.

Academic and Student Support Services

See Section 12.1 of this Compliance Certification (Appropriate academic and student support services are available to EGSC students at its instructional sites, online and dually enrolled).

As described in Section 12.1 of this Compliance Certification, students at EGSC's instructional sites in Augusta and Statesboro have access to academic and student support services provided by EGSC at those instructional sites. In addition, they have access to services at Augusta University and Georgia Southern University, respectively, as provided in Cooperative Academic Agreements between EGSC and those institutions. (See MOU with Augusta University; see also MOU with Georgia Southern University.)

Student Written Complaints

See section 12.4 of this compliance certification (Application of EGSC's Student Complaint Process to its Distance Learning Programs and Off-campus Instructional Sites.)

All EGSC students regardless of location or mode of delivery, have the right to file student complaints as described in Section 12.4 of this Compliance Certification.

Physical Resources

See Section 13.7 of this Compliance Certification (Off Campus Instructional Sites)

As described in Section 13.7 of this Compliance Certification, both instructional sites (Statesboro and Augusta) are currently undergoing significant facility changes. EGSC Statesboro, currently a standalone instructional site, will be relocated to the Georgia Southern University campus in Statesboro in Spring 2021. EGSC Augusta campus faculty and staff offices relocated to the second floor of Galloway Hall on the Augusta University campus, a more visible facility that previously was used by EGSC for some of its classes. All EGSC Augusta classes will now be integrated fully into Augusta University classrooms throughout the Augusta University Summerville Campus. When both of these projects are completed, EGSC students will have even greater opportunities for direct access to academic and student support services and campus life.

Institutional Environment




































See section 13.8 of this Compliance Certification.

As described in Section 13.8 of this Compliance Certification, the EGSC Police Department currently provides services at EGSC's instructional site in Statesboro at all times the facility is open; EGSC's instructional site in Augusta is served by the Augusta University Police Department. All of the other steps necessary to provide a healthy, safe and secure environment for all members of the campus community are available to all EGSC students, staff and faculty, regardless of location or mode of delivery, as described in Section 13.8 of this Compliance Certification.

Conclusion

EGSC applies all appropriate standards and policies to its distance learning courses and programs, dually enrolled courses and students and off-campus instructional sites. EGSC does not have any branch campuses.

Sources

-  EGSC Brentwood HS MOU Spring 2019
-  EGSC Harlem HS MOU Fall 2019 SP20
-  EGSC AU MOU 10-4-2017
-  EGSC Academic Affairs Organizational Chart CAB 2-6-20
-  EGSC Brentwood School MOU Fall 2019
-  EGSC Coordinator of Dual Enrollment_Academic and Student Affairs_Brandy Murphy_4.4.2019
-  EGSC Course Success Rates Fall 2019
-  EGSC Course Success Rates Spring 2019
-  EGSC Cross Creek HS MOU Spring 2019
-  EGSC Dual Enrollment Handbook
-  EGSC External Campus Organizational Chart CAB 2-6-20
-  EGSC External Site Committee Webpage
-  EGSC GSU MOU 03-19-2019
-  EGSC Harlem High School MOU Fall 2019
-  EGSC Hephzibah HS MOU Spring 2019 & Fall 2020
-  EGSC Information Technology Organizational Chart CAB 1-27-20
-  EGSC Organizational Chart CAB 1-27-20
-  EGSC Policies and Procedures of the College Webpage
-  EGSC Position Description Associate Vice President for Academic Affairs 10-19-2019
-  EGSC Position Description Associate Vice President for External Campuses 04-12-2019
-  EGSC Position Description Director of EGSC Statesboro 02-12-2019
-  EGSC Position Description Director of eLearning 8.5.2019
-  EGSC Screven HS MOU Spring 2020
-  EGSC Screven High School MOU Fall 2019
-  EGSC Screven High School MOU Spring 2019
-  EGSC Statutes 2-20-20
-  EGSC Statutes 2-20-20 (Page 21)
-  EGSC Statutes 2-20-20 (Page 22)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 20)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 36)
-  EGSC Strategic Plan FY 2020 - FY 2022 01-27-2020 (Page 4)
-  EGSC eCore Affiliate Cooperative Academic Agreement FY20 - Copy
-  EGSC eCore Webpage
-  USG eCore webpage

14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation. Currently, the Southern Association of College and School Commission on Colleges (SACSCOC) and the Accreditation Commission for Education in Nursing (ACEN) are the only two USDOE recognized accrediting agencies with which EGSC holds accreditation. EGSC has not, to date, experienced any change in its accreditation status, necessitating notification as required by this Principle.

**ACCURATE REPRESENTATION OF EGSC TO U.S. DEPARTMENT OF EDUCATION
RECOGNIZED ACCREDITING AGENCIES**

SACSCOC and ACEN are the only two USDOE recognized accrediting agencies with which EGSC holds accreditation. (Office of Post-Secondary Education Database)

The Description of EGSC on each accreditor’s website reveals that EGSC has described itself accurately to both of those accreditors and that information is consistent across accreditors:

Accrediting Agencies	Date of Most Recent Review	Negative Action, if applicable	Accrediting Agency Description of EGSC on Accrediting Agency Website
SACSCOC	June 12, 2018 (Nursing Baccalaureate Program)	No negative action	See <u>SACSCOC Institutional Listing</u>
ACEN	Fall, 2018; On-site visit March 2019	No negative action	See <u>ACEN Directory of Accredited Programs -EGSC RN-BSN Bridge Program</u>





INFORMING AGENCIES OF ANY CHANGE OF ACCREDITATION STATUS

To date, EGSC has not experienced a change in its accreditation status, such as a public sanction, necessitating notification as required by this principle.

CONCLUSION

EGSC accurately represents itself to SACSCOC and ACEN, the only two USDOE recognized accrediting agencies with which it holds accreditation. EGSC has not at any time experienced a change in its accreditation status requiring notice to those agencies.

Sources

-  ACEN Accredited Nursing Programs Webpage Listing East Georgia State College
-  EGSC Nursing Accreditation Webpage
-  SACSCOC Webpage- EGSC Description
-  US Department of Education Post-Secondary Education Database

14.5

Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>.)

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

East Georgia State College (EGSC) complies with all SACSCOC policy statements to ensure that new or additional institutional obligations are fulfilled.

EGSC has implemented a monitoring process to ensure it remains aware of and compliant with new or additional SACSCOC policies:

- EGSC's SACSCOC Accreditation Liaison monitors the SACSCOC website regularly and is responsible for staying informed when a SACSCOC policy requiring institutional action is added or revised.
- The SACSCOC Accreditation Liaison maintains a file of all email and paper correspondence from SACSCOC, including SACSCOC policy revisions and new policies.
- EGSC utilizes the most current template for the Compliance Certification and Fifth-Year Interim Report.
- EGSC's SACSCOC Accreditation Liaison regularly attends annual SACS meetings and participates in professional development to stay abreast of current policies.
- EGSC's SACSCOC Accreditation Liaison is responsible for ensuring that all applicable new or revised SACSCOC policy is placed on the agenda for the EGSC President's Cabinet meeting for discussion so that necessary action is taken to ensure full compliance.
- EGSC's SACSCOC Accreditation Liaison is responsible for maintaining a working relationship with the SACSCOC liaison and seeking advice and clarification on SACSCOC principles, policy statements, guidelines, good practices, position statements and all other SACSCOC related responsibilities.

Recent institutional actions taken by EGSC regarding revised and/or new SACSCOC policies include:

- Substantive Change EGSC Statesboro off-site instructional relocation,
- Revisions to the EGSC Substantive Change Policy and form, and
- Review of Dual Enrollment Policy review to determine compliance.

The following are examples of EGSC's recent actions indicating that EGSC follows its internal practices to ensure that new or additional SACSCOC obligations are fulfilled.

EGSC Statesboro Substantive Change – EGSC's Statesboro location is currently a standalone facility that offers a cooperative academic program with Georgia Southern University (GSU). EGSC will be relocating to the GSU campus in 2021, and GSU will occupy EGSC's current facility. EGSC evaluated the form of required notification of this move to SACSCOC. The file documents the following steps taken by EGSC:

- Internal meeting to review and determine SACSCOC notification type;

- Follow up Memo from President with conclusions and next steps;
- Presentation to President's Cabinet; and
- EGSC notification letter to SACSCOC.

EGSC Substantive Change Policy Review and Revision – EGSC reviewed its Substantive Change Policy in October 2018, determined revisions were necessary to be in compliance with the recently revised SACSCOC Substantive Change Policy. This included adding an internal process and revision to the form. EGSC revised the EGSC Substantive Change Policy and form which were approved by the President's Cabinet. The EGSC Substantive Change Policy Revision Example 1 documents the steps taken by EGSC:

- Review of EGSC Substantive Change Policy dated 1/24/2013;
- Review of SACSCOC Substantive Change Policy dated January 2018; and
- Revision of EGSC Substantive Change Policy and approval by President's' Cabinet on 10/23/2018

The EGSC Substantive Change Policy Revision Example 2 documents the steps taken by EGSC:

- Review of EGSC Substantive Change Policy dated 10/23/18;
- Review of SACSCOC Substantive Change Policy dated December 2018; and
- Revision of EGSC Substantive Change Policy and approval by President's' Cabinet on 2/18/20

Review of new SACSCOC Dual Enrollment Policy to Determine Compliance – Upon receipt of SACSCOC Dual Enrollment Policy adopted December 2018, EGSC reviewed its academic offerings at all off-campus dual enrollment instructional sites to determine its compliance responsibilities. EGSC then sought clarification from SACSCOC regarding the need for notification regarding off-site dual enrollment offerings. The file documents the steps taken by EGSC:

- Review of SACSCOC Dual Enrollment Policy Statement; and
- EGSC SACSCOC Liaison Request for Clarification from SACSCOC.

CONCLUSION

EGSC has put in place internal procedures to ensure that it fulfills its obligations with respect to new or additional SACSCOC institutional obligations.

14.5.a**Reaffirmation of Accreditation and Subsequent Reports**

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

X Compliance Partial Compliance Non-Compliance Not Applicable

East Georgia State College (EGSC) is a member institution of the University System of Georgia (USG). The governing body of the USG is the Board of Regents (BOR).

The authority of the BOR is established by the Constitution of the State of Georgia. The Constitution of the State of Georgia provides:

"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."

See [Constitution of the State of Georgia, Article VIII, Paragraph 1\(b\)](#)

The BOR has nineteen members. Members are appointed to seven-year terms by the Georgia Governor and confirmed by the Georgia Senate. There is a member from each of Georgia's 14 congressional districts and five at-large members. The nineteen members meet at least eight times a year. Each November one member is elected to serve as Chair for a term beginning on January 1 and ending on December 31.

The Bylaws of the BOR of the USG describes the BOR's authority:

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. The Board is responsible for establishing policy and exercising fiduciary oversight of the University System of Georgia. The Chancellor is responsible for executing Board policy.

See [BOR Bylaws](#).

The Strategic Plan 2024 for the USG describes the system's vision as follows:

The University System of Georgia will excel in meeting the needs of our state and economy through universities and colleges that provide an affordable, accessible and high-quality education; promote lifelong success of students; and create, disseminate and apply knowledge for the advancement of our state, nation and world.

See [USG Strategic Plan 2024](#).

The BOR Policy Manual further describes the manner in which the BOR carries out its

“constitutional obligations, in part, by promulgating rules and policies for the governance of the University System and its constituent units.” The USG system office publishes various procedural manuals interpreting and implementing BOR policy. Those manuals include:

- **Academic & Student Affairs Handbook**
Policies and procedures that affect the day-to-day operation of the office of the chief academic officer of USG institutions.
- **Business Procedures Manual**
Sets forth essential procedural components 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; provides new financial, business and human resources professionals in the USG the necessary information and tools to perform effectively.
- **Copyright Policy**
The USG 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.
- **Ethics & Compliance Program**
The Program is intended to assist the BOR, the Chancellor and USG institutions in the discharge of their compliance oversight responsibilities.
- **Human Resources Administrative Practice Manual**
Defines those policies and procedures that affect and apply to the various types of employees in the USG.

The mission of each institution within the USG is determined by the BOR and must support the mission of the USG. USG institutions are classified into one of four sectors:

- Research universities
- Comprehensive universities
- State universities
- State colleges

EGSC is a state college in this classification system.

14.5.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, should apply 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 is required by the institution.

Judgment

X Compliance Partial Compliance Non-Compliance Not Applicable

Not applicable. None of EGSC's off-campus instructional sites operate independently from EGSC's central administration on EGSC's main campus. Those instructional sites do not meet the SACSCOC definition of a branch campus.

Sources

-  Dual Enrollment Offering Analysis- Example
-  EGSC Statesboro Location Change Notification Letter 11-12-2019
-  EGSC Statesboro Substantive Change Example
-  EGSC Substantive Change Notification Policy CAB 2-18-20
-  EGSC Substantive Change Policy Revision Example 2
-  EGSC Substantive Change Policy-Revision 1- Example
-  Georgia Constitution-Board of Regents -Authority
-  USG BOR Bylaws
-  USG Strategic Plan 2024



*Southern Association of Colleges and Schools
Commission on Colleges*

**INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS**

GENERAL INFORMATION

Name of Institution

East Georgia State College

Name, Title, Phone number, and email address of Accreditation Liaison

David Gribbin

Phone: 478.289.2047

Email: dgribbin@ega.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Joseph Canady

Phone: 478.289.2149

Email: jcanady@ega.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:

October 8, 2018; Updated February 24, 2020

EDUCATIONAL PROGRAMS

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

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief 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.

Since East Georgia State College (EGSC) opened in 1973 as Emanuel County Junior College, the institution has energetically pursued its mission of serving as a point of access to higher education within the University System of Georgia (USG), largely with a transfer associate degree orientation. The College serves 3,000 students in a predominantly rural section of Georgia that is bordered on the west by Macon, on the east by Savannah, and on the north by Augusta, and has off-campus instructional sites in Statesboro and Augusta as well as a substantial online presence.

The name of the College was officially changed to East Georgia College in 1987. In June 2011, the USG Board of Regents (BOR) elevated East Georgia College to State College status and approved a mission change that allows the College to offer targeted baccalaureate degrees in addition to the associate of arts degree offered since the College opened. The Regents also approved the College's proposal to offer a Bachelor of Science in Biology Degree. At its June 2013 meeting, the SACSCOC Board of Trustees awarded the College membership at Level II.

At its October 2014 meeting, the USG Board of Regents (BOR) approved the College's proposal to offer a Bachelor of Arts Degree in Fire and Emergency Services Administration (FESA). Based on a prospectus submitted in October 2015, the College received a letter in February 2016 notifying it that the SACSCOC Board of Trustees had approved the FESA Program. The FESA Program was launched in Spring Semester 2016 and is offered online for the convenience of working fire and emergency service professionals.

At its May 2016 meeting, the USG BOR approved the College's proposal to offer a Bachelor of Science Degree in Nursing (RN to BSN Bridge Program). As with the FESA Program, the Nursing Program is offered online for the convenience of working professionals. Based on a prospectus submitted in November 2016, the College received a letter in March 2017 notifying it that the SACSCOC Board of Trustees had approved the Nursing Program and authorized a substantive change committee for an on-site review of the program. Following the on-site review in January 2018, the College was notified in July 2018 that the SACSCOC Board of Trustees had continued the College's accreditation with no additional report requested for the Nursing Program.

In August 2016, the USG granted EGSC administrative approval to offer seven associate of art (AA) and five associate of science (AS) degrees with disciplinary distinctions. During Spring 2017, the USG granted the College administrative approval to offer three additional AA degrees. The College received SACSCOC letters of

acknowledgement for all fifteen of the new associate degrees in 2017 and the associate degrees were launched in Fall Semester 2017. In the 2019-20 academic year, one of the AS degrees, Recreation, was found to be attracting little student interest. Therefore, the AS in Recreation Degree Program will be reviewed for possible termination. In addition, the name of the AA in Early Childhood Education was changed to AA in Elementary Education.

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.

Degree Abbv.	CIP CODE	Degree Description	Degrees Awarded Summer 2018 - Spring 2019
AA	09010001	Associate of Arts in Communication Arts*	2
AA	13121001	Associate of Arts in Elementary Education*	14
AA	23010101	Associate of Arts in English*	3
AA	42010101	Associate of Arts in Psychology*	31
AA	43010401	Associate of Arts in Criminal Justice*	11
AA	43020202	Associate of Arts in Fire and Emergency Services Administration*	2
AA	45100101	Associate of Arts in Political Science*	5
AA	45110101	Associate of Arts in Sociology*	13
AA	50070101	Associate of Arts in Art*	4
AA	54010101	Associate of Arts in History*	10
AACC	24010101	Associate of Arts, Core Curriculum	163
AS	26010101	Associate of Science in Biology*	4
AS	27010101	Associate of Science in Mathematics*	2
AS	36010101	Associate of Science in Recreation*	0
AS	40050101	Associate of Science in Chemistry*	6
AS	52020101	Associate of Science in Business Administration*	25
BA	43020201	Bachelor of Arts with a Major in Fire and Emergency Services Administration	3
BS	26010101	Bachelor of Science with a Major in Biology	2
BS	51380105	Bachelor of Science with a Major in Nursing, RN to BSN*	22
CER0	50060501	Certificate of Less than One Year in Digital Photography	2
		*Effective Fall Semester 2017	
		Total Degrees/Certificates Awarded	324

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

No, EGSC does not offer any credit, non-credit, or pathways English as a Second Language (ESL) programs.

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% 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.

Table 1: 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 to 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.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
EGSC Statesboro	10449 U.S. Highway 301 South Statesboro, GA 30458	August 2013	Fall 2013	Associate of Arts Associate of Science	Continuously active since Fall 1997
EGSC Augusta	Summerville Campus Augusta University 2500 Walton Way Augusta, GA 30904	Substantive Change Review December 2015	Fall 2014		Continuously active since Fall 2013

Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
East Georgia State College currently does not offer 25-49% of its credit hours for a diploma, certificate, or degree at any off-campus instructional sites, including high schools.					

Table 3: 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 to 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.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
No branch campuses to report					

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.

- East Georgia State College was approved by SACSCOC to offer associate of arts online degrees in December 2007.
- East Georgia State College was approved by SACSCOC to offer a Bachelor of Arts in Fire and Emergency Services Administration in February 2016.
- East Georgia State College was approved by SACSCOC to offer a Bachelor of Science in Nursing (RN to BSN Bridge Program) in March 2017

5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
 - The National Fire Academy issues certificates of recognition to educational institutions that follow its Fire and Emergency Services Higher Education (FESHE) curriculum. EGSC received a recognition letter for its Bachelor of Arts in Fire and Emergency Services Administration in March 2016.
 - EGSC's Bachelor of Science in Nursing (RN to BSN Completion) was accredited by the Accreditation Commission for Education in Nursing (ACEN) in January 2018.
- (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. Not Apply
- (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 of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution). Not Apply
- (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-recognized agency to the institution. None

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. None

Document History
Adopted: September 2004
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Revised: January 2014
Revised: January 2018