



Fifth-Year Interim Report

Submission Date: March 15, 2016

ASU

**ALABAMA STATE
UNIVERSITY**

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Fifth-Year Interim Report

Part I: Signatures Attesting to Integrity

ASU

**ALABAMA STATE
UNIVERSITY**

Part I: Signatures Attesting to Integrity

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that Alabama State University (name of institution) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

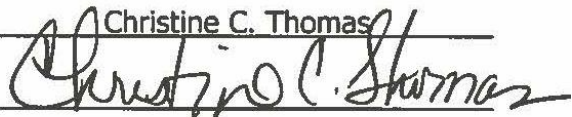
Date of Submission:

March 15, 2016

Accreditation Liaison

Name of Accreditation Liaison

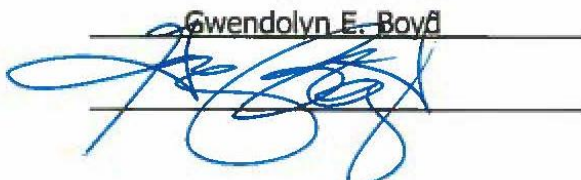
Signature

Christine C. Thomas


Chief Executive Officer

Name of Chief Executive Officer

Signature

Gwendolyn E. Boyd




Fifth-Year Interim Report

Part II: Institutional Summary Prepared for Commission Reviews

ASU

**ALABAMA STATE
UNIVERSITY**

Part II: The "Institutional Summary Form Prepared for Commission Reviews"

Directions: Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should *not* be combined with Part IV.

GENERAL INFORMATION

Name of Institution: Alabama State University

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Christine C. Thomas
Director, Academic Planning and Evaluation & Accreditation Liaison
(334) 229-4327
ccthomas@alasu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Mrs. Ozella D. Ford, Ed.S.
Assessment Program Coordinator
(334) 229-8664
oford@alasu.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:

March 15, 2016

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

INSTITUTIONAL INFORMATION FOR REVIEWERS

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.

Mission Statement

Alabama State University is a comprehensive diverse student-centered public HBCU committed to global excellence in teaching, research and service. The University fulfills its mission by: fostering critical thought; encouraging artistic creativity; developing professional competence; promoting responsible citizenship in its students; adding to the academic and experiential bodies of knowledge; enhancing the quality of life through research and discovery; cultivating global citizenship through thoughtful (meaningful, purposeful conscientious, intentional) and engaging public service.

ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. We maintain a scholarly and creative faculty, state-of-the-art facilities, and an atmosphere in which members of the university community live, work and learn in pleasant surroundings. ASU offers a bridge to success for those who commit to pursuing quintessential educational opportunities and lifelong endeavors.

History

Alabama State University (ASU), founded in 1867, is a public comprehensive regional Historically Black College and University (HBCU) that offers students throughout the world a first-class education at the undergraduate and graduate levels by providing learning experiences designed to develop intellectual abilities, and instill in them social, moral, cultural, and ethical values. In so doing, the University equips students with the knowledge, skills, abilities, and practical experiences that make them well-rounded and discerning citizens fully qualified for their chosen professions in the workplace and service to humanity.

ASU is a student-centered, nurturing, comprehensive and diverse public historically black University committed to achieving excellence in teaching, research, and public service. The University fulfills its mission through fostering critical thought, artistic creativity, professional competence, and responsible citizenship in its students; by adding to the body of knowledge to enhance the quality of life through research and discovery; and by helping to advance the state and nation through thoughtful public service.

Student Characteristics

Alabama State University boasts of an average enrollment of more than 5,800 students over the past 3 years (fall 2012, fall 2013 and fall 2014) from approximately 40 states and 32 countries. As of Fall 2015, of the total 5,383 undergraduate and graduate students, 1,670 (31%) of ASU's students are non-Alabama residents and 5,135 (95.4%) are minorities, with a student-faculty ratio of 15:1. The university had a total of 4,377 full-time undergraduate students and 291 full-time graduate students. Part-time enrollment for undergraduate students was 387 and 328 part-time graduate students. ASU offers 59 degree programs at the bachelor's, masters, education specialist, and doctoral degrees.

Undergraduate admission to Alabama State University uses a sliding scale to consider applicants for admission to undergraduate programs. Generally, applicants with higher GPAs may be accepted with lower ACT/SAT scores, while applicants with lower GPAs may be accepted with higher ACT/SAT scores. Graduate admission to the University has a selective process for admitting students to programs at the master's, education specialist, and doctoral levels.

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.

Alabama State University Educational Programs & Concentrations	Degree	CIP Code	# of Graduates AY 2014-2015 (Summer, Fall, & Spring)
Computer Information Systems	B.S.	11.0401	23
Management	B.S.	52.0201	18
Accounting	B.S.	52.0301	17
Finance	B.S.	52.0801	3
Marketing	B.S.	52.1401	14
Accountancy	M.Acc.	52.0301	21
Special Education (MR)	B.S.	13.1001	3
Elementary Education	B.S.	13.1202	34
Secondary Education: <ul style="list-style-type: none"> • Biology Education • Business/Marketing Education • English Language Arts • Chemistry • General Science • General Social Science • Health Education • History • Mathematics 	B.S.	13.1205	9
Early Childhood Education	B.S.	13.1210	15
Music Education	B.M.Ed	13.1312	3
Physical Education	B.S.	13.1314	17
Recreational Therapy	B.S.	31.0301	8
Applied Technology	M.S.	11.1099	11
Instructional Leadership	M.Ed.	13.0401	6
Library Educational Media	M.Ed.	13.0501	4
Special Education (MR & LD)	M.Ed.	13.1001	4
Secondary Education: <ul style="list-style-type: none"> • Biology • English Language Arts • General Science • General Social Science • Health Education • History • Mathematics • Elementary Education 	M.Ed.	13.1205	9
Early Childhood Education	M.Ed.	13.1210	2
School Counseling	M.Ed.	13.1101	4
Counselor Education: Clinical Mental Health	M.Ed.	13.1101	0
Teacher Education/P-12 Education <ul style="list-style-type: none"> • Reading Specialist • Music Education (Instrumental and Vocal/Choral) • Physical Education 	M.Ed.	13.1206	21
Instructional Leadership	Ed.S.	13.0401	1
Teacher Leader	Ed.S.	13.0101	4
Library Educational Media	Ed.S.	13.0101	2
School Counseling	Ed.S.	13.1101	1

Alabama State University Educational Programs & Concentrations	Degree	CIP Code	# of Graduates AY 2014-2015 (Summer, Fall, & Spring)
Education: <ul style="list-style-type: none"> • Secondary Education <ul style="list-style-type: none"> ○ Biology ○ General Social Science ○ History ○ Mathematics • Elementary Education • Early Childhood Education 	Ed.S.	13.0101	16
Counselor Education: Clinical Mental Health Counseling	Ed.S.	13.1101	3
Counselor Education: Clinical Mental Health Counseling	M.S.	44.9999	9
Educational Leadership Policy & Law	Ed.D.	13.0401	9
Educational Leadership Policy & Law	Ph.D.	13.0401	0
Health Information Management	B.S.	51.0706	12
Rehabilitation Services	B.S.	51.2399	37
Occupational Therapy	M.S.O.T.	51.2306	20
Prosthetics & Orthotics	M.S.P.O	51.2307	8
Rehabilitation Counseling	M.R.C.	51.2310	8
Physical Therapy	D.P.T.	51.2308	29
Communications	B.A.	09.0101	50
English	B.A.	23.0101	15
Political Science	B.A.	45.1001	8
History	B.A.	54.0101	6
Criminal Justice	B.S.	43.0104	71
Psychology	B.S.	42.0101	33
Social Work	B.S.W.	44.0701	29
History	M.A.	54.0101	5
Computer Science	B.S.	11.0701	7
Biology	B.S.	26.0101	42
Marine Biology	B.S.	26.1302	0
Mathematics	B.S.	27.0101	16
Chemistry	B.S.	40.0501	7
Forensic Chemistry	B.S.	40.0510	7
Physics	B.S.	40.0801	0
Forensic Biology	B.S.	43.0111	0
Mathematics	M.S.	27.0101	1
Forensic Science	M.S.	43.0106	1
Biology	M.S.	26.0101	2
Microbiology	Ph.D.	26.0502	3
Theatre Arts	B.A.	50.0501	12
Art	B.A.	50.0701	6
Music	B.A.	50.0901	7
Dance	B.F.A.	50.0301	0
Total			733

Source: Office of Institutional Research, Alabama State University

3. Off-Campus Instructional Locations and Branch Campuses

(Please note: This section has been extensively revised.)

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

Alabama State University (ASU) has no programs offered at an off-campus site above 50% and is not operating a branch campus that is independent of the main campus of the institution. Listed below in Table 1 is the completed table for off-campus sites that are either closed or inactive.

Table 2 provides a list of high schools that have entered a dual enrollment agreement with ASU. On March 20, 2015, a notification was forwarded to SACSCOC to inform the commission of the dual enrollment agreements made with Midfield City Schools, Montgomery Public Schools and Macon County to offer no more than 24% of courses to students who are in high school as sophomores to seniors.

Table 1: Off-Campus Sites for Alabama State University

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 Notified SACSCOC by SACSCOC	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	(At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Mobile, Alabama Inactive	351 North Broad Street Mobile, Alabama 36603	March 1, 2016	Early Childhood Education, M.Ed., & Ed.S. Elementary Education, Ed.S. Special Education/Collaborative Education, M.Ed. & Ed.S. Instructional Leadership, M.Ed. & Ed.S. Secondary Education, M.Ed. & Ed.S.	Yes. Spring 2014 was the most recent semester of students enrolled. Site is now closed.
Birmingham, Alabama	55000 Myron Massey Boulevard Fairfield, Alabama 35064	March 1, 2016	Early Childhood Education, M.Ed., & Ed.S. Elementary Education, Ed.S. Special Education/Collaborative Education, M.Ed. & Ed.S. Instructional Leadership, M.Ed. & Ed.S. Secondary Education, M.Ed. & Ed.S.	Yes. Spring 2014 was the most recent semester of students enrolled. Site is now closed.
Brewton, Alabama	164 Southern Normal Drive Brewton, Alabama	March 1, 2016	Early Childhood Education, M.Ed., & Ed.S. Elementary Education, Ed.S. Special Education/Collaborative Education, M.Ed. & Ed.S. Instructional Leadership, M.Ed. & Ed.S. Secondary Education, M.Ed. & Ed.S.	Yes. Spring 2014 was the most recent semester of students enrolled. Site is now inactive.

Table 2: Dual Enrollment Agreements with Alabama State University

School District	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Notified SACSCOC by SACSCOC	24% of Courses Offered
Macon County Schools	501 South School Street Tuskegee, Alabama 36083	March 20, 2015	<ul style="list-style-type: none"> • PSY 251: General Psychology • POS 207: American Government • HIS 251: History of the United States I • ART 131: Art Appreciation • ORI 100: Freshmen Orientation • ENG 209: -Introduction to Literature • ENG 131: Writing Composition • ENG 132: Writing Composition • CMS 205: Public Speaking • MAT 137: Pre-Calculus
Midfield City School District	417 Parkwood Street Midfield, Alabama 35228		
Montgomery Public Schools	307 South Decatur Street Montgomery, Alabama 36104		

4. Distance and Correspondence Education

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

In a letter dated April 26, 2012, from the Southern Association and Commission of Colleges and Schools Commission on Colleges (SACSCOC), approves the request to offer the M.Ed. and Ed.S. degrees in Library Education Media fully online at Alabama State University. This approval also includes distance delivery in the scope of its current accreditation offer of degree programs. The decision was based on the review of a prospectus submitted as a substantive change.

A letter dated September 19, 2014 was submitted to notify the Commission that Alabama State University had entered into a contractual agreement with Colloquy, online platform, and effective Fall 2015. The Master of Education (M.Ed.) degree with a concentration in Early Childhood and Elementary Education were reported. The Commission acknowledged receipt of the notification in a letter dated March 20, 2015. The table below lists undergraduate and graduate programs currently available online. In addition to educational programs being offered fully online, several courses are taught online and in hybrid modes.

Program	Percent Online	Mode of Delivery	Site
Library Education Media, M.Ed.	100%	Asynchronous	None
Marketing, B.S.	100%	Asynchronous	None
Master's in Education, Concentration in Early Childhood (ECE), M.Ed.	100%	Asynchronous	None
Master's in Education, Concentration in Elementary Education, M.Ed.	100%	Asynchronous	None
Transitional Doctorate, Physical Therapy, tDPT	100%	Asynchronous	None
Applied Technology, M.S.	100%	Asynchronous	None

5. Accreditation

University Accreditation

Alabama State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and approved to award bachelors, masters, education specialist and doctoral degrees. The University was last affirmed by the Commission in June of 2010 and is accredited through 2020 with the Fifth-Year Interim Report due on March 15, 2016.

On June 26, 2014, the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) issued Alabama State University with a 6-month warning status of its accreditation. On June 18, 2015, the warning was extended and a Third Monitoring Report and financial statements will be submitted on April 1, 2016 to address the following standards cited: CS 3.10.1 Financial Stability, CS 3.10.3 Control of Finances, CS 3.10.4 Control of Sponsored Research/External Funds and FR 4.7 Title IV Program Responsibilities and to demonstrate compliance.

Specialized Program Accreditation

ASU is recognized by thirteen (13) specialized accrediting agencies recognized by either the U.S. Department of Education (USDE) or the Council on Higher Education Accreditation (CHEA) to approve educational programs at the undergraduate and graduate level. The following table provides a comprehensive overview of the specialized accrediting agencies that currently approve programs at ASU by college.

ALABAMA STATE UNIVERSITY TABLE OF SPECIALIZED ACCREDITATION

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	SANCTIONS OR NEGATIVE ACTIONS	LAST ACCREDITATION
The Accreditation Council for Business Schools and Programs (ACBSP)	College of Business Administration	All Programs	1993	Review reports are done every two years/Accreditation is renewed every ten years	2013
Accreditation Council for Occupational Therapy Education (ACOTE)	College of Health Sciences	Occupational Therapy, M.S.O.T	2000	No	Next review in 2016/2017.
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	College of Health Sciences	Health Information Management, B.S.	2000	No	2014-2015
Commission on Accreditation in Allied Health Education (CAAHEP) through the National Commission on Orthotics and Prosthetics Education (NCOPE)	College of Health Sciences	Prosthetics and Orthotics, M.S.P.O	2014	No	3 year accreditation period. Next review in 2017.
Commission on Accreditation in Physical Therapy Education (CAPTE)	College of Health Sciences	Physical Therapy, D.P.T.	2002	No	2008; 10 year accreditation period. Next visit in 2017.

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	SANCTIONS OR NEGATIVE ACTIONS	LAST ACCREDITATION
Council for Accreditation of Counseling & Related Educational Programs (CACREP)	College of Education	Clinical Mental Health, M.Ed./M.S. and Ed.S. Counselor Education Programs	2013	No	2013
Council of Social Work Education (CSWE)	College of Liberal Arts and Social Sciences	Social Work, B.S.W.	1987	No	2008
Council on Rehabilitation Education (CORE) [Rehabilitation Counseling]	College of Health Sciences	Rehabilitation Counseling, M.R.C.	2011	No	2014; 8 year accreditation period. Next visit in 2022.
Council on Rehabilitation Education (CORE) through the Commission on Undergraduate Standards and Accreditation (CUSA) [Rehabilitation Services]	College of Health Sciences	Rehabilitation Services, B.S.	2012	No	2015; 8 year accreditation period. Next visit in 2022/2023.
National Association of Schools of Art and Design (NASAD)	College of Visual and Performing Arts	Art (Visual Art), B.A.	2013	No	2013
National Association of Schools of Music (NASM)	College of Visual and Performing Arts	Music, B.A.	1972	No	2008

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	SANCTIONS OR NEGATIVE ACTIONS	LAST ACCREDITATION
National Association of Schools of Theatre (NAST)	College of Visual and Performing Arts	Theatre, B.A.	2010	No	2010
National Council For Accreditation of Teacher Education (NCATE) Jointly with the Alabama State Department of Education (ALSDE)	College of Education	Education Programs	1935	No	Fall 2015

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.

Alabama State University has not received any suspensions or terminations of Title IV programs with the U.S. Department of Education in the past three years. However, on March 4, 2014 the institution was placed on a Heightened Cash Monitoring 1 (HCMI). The determination was based on the University's failure to submit the FYE annual audit/financials that was due on September 30, 2012.

According to the U.S. Department of Education, the Heightened Cash Monitoring 1 (HCM1) means a "school makes disbursements to eligible students from institutional funds and submits *disbursement* records to the Common Origination and Disbursement (COD) System, it draws down FSA funds to cover those disbursements in the same way as a school on the Advance Payment Method." Generally, for past performance violations, schools on Cash Monitoring stay on HCM1 for up to five (5) years from the date of the Citation Letter, which was 09/20/2013 for Alabama State University.



Fifth-Year Interim Report

Part III: Fifth-Year Interim Compliance Certification

ASU

**ALABAMA STATE
UNIVERSITY**

Part III: The Fifth-Year Compliance Certification

CR 2.8 Number of Full-Time Faculty

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

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) has adequate faculty members to support the mission of the university to ensure the quality and integrity of its academic programs regardless of delivery mode. ASU is a comprehensive, diverse, student-centered public Historically Black College and University (HBCU) committed to global excellence in teaching, research and service. ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. The University's programs serve the educational needs of the citizens of the state and the nation and especially enhance the economic and social development of the central Alabama. The University also enrolls international students from thirty-two (32) countries around the world [\[1\]](#) [\[2\]](#).

Administrative Philosophy Regarding the Faculty

The administration of ASU is dedicated to the continuous development of a University that accepts the individual student as its first responsibility. It believes that the purposes of the university can best be achieved through the competence, diligence and sufficiency of its faculty [\[1\]](#) (note CR 3.7.1).

The ASU Mission

The ASU mission describes the type and purposes of the institution [\[2\]](#):

Alabama State University is a comprehensive diverse student-centered public HBCU committed to global excellence in teaching, research and service.

The University fulfills its mission by:

- *Fostering critical thought*
- *Encouraging artistic creativity*
- *Developing professional competence*
- *Promoting responsible citizenship in its students*

¹ Ibid, pg. 1-5, 2-1 thru 2-25

² Ibid, pg. 3

- *Adding to the academic and experiential bodies of knowledge*
- *Enhancing the quality of life through research and discovery*
- *Cultivating global citizenship through thoughtful (meaningful, purposeful conscientious, intentional) and engaging public service ASU*

The Alabama State University mission evokes breadth, academic rigor, and holistic development. Implicit in the institution's comprehensive mission is the necessity for a qualified faculty body with sufficient proportion of full-time faculty so as to pursue and advance the University. To carry out its mission, the University maintains a top-quality faculty, state of the art facilities, and a living atmosphere in which all members of the campus community can work and learn in pleasant and rewarding surroundings. ASU offers a bridge to success for those who commit to pursuing quintessential educational opportunities and lifelong endeavors.

The Division of Academic Affairs Mission

Following in the spirit of the ASU 2025 Strategic Plan, Academic Affairs aligns the University's academic mission and attendant processes for the coming decade for ASU [3]. The *Sustaining Excellence and Seizing Opportunity, 2015 – 2025 Strategic Roadmap* (...hereafter *Roadmap 2025*) is a consolidated plan designed to position Academic Affairs to drive forward the educational footprint for the university. The *Roadmap* is based on good practices of institutional effectiveness, pursues the new institutional strategic goals and objectives, and has centrally involved the primary executors of its activities regarding student academic progress – the ASU faculty, academic administrators and staff.

As presented in the *Roadmap 2025*, the mission of the division of Academic Affairs has been in place since 2009. Because it is enduring in its aims, it has been reviewed by the ASU academic administrators and faculty and found sufficient to continue. The specialized endeavors listed indicate an intentional academic agenda that continuously evolves, with a focus upon contemporary workforce preparation, globalization of the ASU academic brand, excellence in teaching, research and service, technology advances, and holistic development. At the heart of the academy, the Academic Affairs mission signals the requirement for a qualified faculty base committed to providing a quality educational experience for all students.

Divisional Mission Statement

The mission of the Provost and Office of Academic Affairs is to sustain an academically-focused environment that promotes the University's evolution as one of the state's premier comprehensive and diversified institutions of higher education. The Office endeavors to advance its mission through:

- Academic programs responsive to market demands;
 - Effective and flexible learning and support services;
 - Globalization of the institution's academic footprint;
 - Sponsored research capacities for facilitating technology transfer from research discovery to commercial development;
 - Data-driven operating processes;
 - Forward-thinking educational and scientific technology infrastructure;
 - Excellence in scholarship (research, professional community; intellectual creativity); and
 - Promotion of sustained professional development in all students and faculty.
- Adopted Fall 2009

The ASU Faculty

The general faculty of Alabama State University consists of the Provost and Vice President for Academic Affairs, associate and assistant provosts, vice presidents and all full-time instructional personnel with academic classification [1³]. In its day-to-day functions, the faculty has the responsibility for instruction, research, and related academic activities. The faculty also has primary responsibility for development and implementation of proposals in fundamental areas; e.g., curriculum and subject matter; methods of instruction; scholarly research and training, faculty development, and those aspects of student life that relate to the educational process. Additionally, in matters of shared governance, the Faculty Senate is the permanent representative body for handling the matters under the jurisdiction of the faculty and academic administration by delegation of the Office of the President of the University. The powers and authority granted the Senate are those delegated to the general faculty by the President of the University, and which are not inconsistent with the policies of the Board of Trustees. The Faculty Senate Committee on Academic Affairs considers among other matters within its responsibilities the sufficiency of instructional resources (including faculty) to execute the University's mission. The academic deans are assisted by department chairs that have primary responsibility for the recruitment of

³ Ibid, pg. 2-5

unit faculty and for recommendations pertaining to faculty appointments, curriculum development, work assignments, coordination of course scheduling and other routine operations of the department. The department chair has a special obligation to build a department that is strong in scholarship and teaching capacity, and to advocate the instructional needs, including adequacy of the unit's faculty.

The Organization of ASU Colleges and Divisions

The major academic units ASU include the University College, the Division of Aerospace Studies and the degree-granting colleges, which are the following: the College of Liberal Arts and Social Sciences, College of Business Administration, College of Education, College of Health Sciences, College of Science, Mathematics and Technology, College of Visual and Performing Arts, and The Harold Lloyd Murphy Graduate School ^{[1]⁴}. The Levi Watkins Learning and Resource Center (LWLC) support the degree-granting colleges and schools, University College, Aerospace Studies by directly contributing to the university's academic endeavors. The major academic units entitled colleges are organized into instructional units designated as departments. Some departments are further divided into curriculum areas designated as programs. In the Graduate School, the curriculum areas are under the general administrative supervision of the corresponding units of an undergraduate degree-granting college or division.

Definitions of Terms

Faculty appointments are defined as general faculty, full-time faculty, graduate faculty and part-time faculty (adjuncts) as listed below.

- General Faculty of ASU consists of the President of the University, Vice- Presidents, and all instructional personnel in full-time status, and all support personnel in full-time status who are given academic classification.
- Full-time Faculty Member is expected to devote full professional energies and interest to his or her duties as a teacher, scholar, and academic citizen in the services of the university. In recognition of the faculty member's rights as a private citizen having other interests, the university has defined the full-time workload for a faculty member in terms of credit hours of teaching and clock hours of availability on the campus.

⁴ Ibid, pg. 2-4

- Graduate Faculty Members may be nominated to one of three tiers. These three tiers are full graduate faculty members, associate graduate faculty members, and provisional graduate faculty members.
 1. Full graduate faculty members are those who hold the Ph.D. or other terminal degree, have the rank of assistant professor or higher, have at least three years of post – doctoral research appropriate to the field of instruction, and/or three years of research and teaching.
 2. Associate graduate faculty members are those who hold the rank of assistant professor or higher, hold the Ph.D. or other terminal degree, and demonstrate ability and interest in the graduate program as well as in research and creative activity. The Graduate Council may recommend associate graduate faculty members to full membership status.
 3. Provisional graduate faculty members are those who are recommended by the dean of the school or college, have at least a master's degree in the appropriate field of study, and demonstrate outstanding ability as determined by their experience or research and creative activity. (The adjunct graduate instructor can be included in this tier.) Provisional graduate faculty members will be reviewed for approval at the beginning of each semester.

- Faculty on Temporary Appointment (Part-time): faculty who are appointed for a specifically limited term or part-time position in connection with a special program, an emergency situation, as a replacement for a regular faculty member on leave, or to meet other instructional needs are considered part-time ⁵. In general, the appointee must have demonstrated qualifications in the teaching field and meet minimum requirements for the respective rank. The term of each temporary appointment is clearly stated in the employment offer letter. The rank of the faculty member holding a temporary appointment will be qualified by the descriptive word "temporary." Being temporary in nature, this type of appointment automatically terminates and the faculty member is separated at the end of the specified period unless specific action is taken to extend or renew the stated appointment ⁶.

⁵ Ibid, pg. 3-2

⁶ Ibid, pg. 7-1

Faculty Responsibilities and Oversight of Academic Programs

At ASU, and with the academy, the universal responsibility of the teaching faculty is effective teaching ⁷. Faculty maintain a proper academic climate as members of the academic community upon meeting their fundamental responsibilities regularly, such as preparing for and meeting their assignments, conferring with and advising students, evaluating fairly, promptly reporting student achievement, and participating in group deliberations which contribute to the growth and development of students and the university. Faculty have the responsibility to accept those reasonable duties assigned to them within their fields of competency, whether curricular, or co-curricular. Additionally, the concept of *institutional loyalty* has a proper place within the academic community and imposes the further responsibility on all members of the faculty to attempt honestly and in good faith to preserve and defend the university and the goals it espouses, without restricting the right to advocate change.

Since certain personal information and records obtained in the course of work with students are protected by federal law, each faculty member has the responsibility to disclose no such information or records without prior written consent of the particular student concerned, except to designated university officials and to such other persons and for such purposes as are authorized by law ⁸. The members of the faculty are expected to support and enforce university policy and to comply with administrative procedures.

ASU expects faculty members to achieve excellence in teaching, research, and professional service, and carry out the advising responsibilities. The *Sustaining Excellence and Seizing Opportunity, 2015 – 2025 Strategic Roadmap* articulates the mission of the Office of Academic Affairs, which is to sustain an academically-focused environment that promotes the University's evolution as one of the state's premier comprehensive and diversified institutions of higher education ⁹. ASU is a comprehensive institution whose primary focus is on teaching, but leverages the expertise of faculty to win research awards, participate in contractual efforts, support community engagement initiatives and bring practical experiences to the classroom. In its day-to-day functions, the faculty has the responsibility for instruction, research, and related academic activities. The faculty also has primary responsibility for development and implementation of

⁷ Ibid, pg. 3-27

⁸ Ibid, pg. 3-28

⁹ Ibid, pg. 3-28;

proposals in such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process.

At ASU, the faculty of a department consists of full-time professors, full-time associate professors, full-time assistant professors, full-time equivalent instructors, researchers and lecturers [1¹⁰]. The full-time teaching load is defined as 24-30 semester hours of undergraduate courses or 18-24 semester hours of graduate courses for the academic year. Faculty teaching more courses than these accordingly is considered teaching an overload course. Overloads may occur for manpower exigency, faculty expediency for replacing sickness or unexpected enrollment projections. The range in number of hours taught by faculty provide for consideration of such factors as (1) number of preparations, (2) number of students taught, (3) the nature and level (graduate or undergraduate) of the subject, and (4) program accreditation guidelines. Weighted credit loads are considered for laboratory and studio courses. However, faculty may reduce their teaching loads depending on external funding or other projects as determined by the Provost and Vice President of Academic Affairs. During regular semesters, three-credit hour classes meet a) once a week for 2-1/2 hours per session, b) twice a week for 1-1/4 hours per session, or three times a week for 50 minutes per session.

Faculty Distribution

In 2015, Alabama State University (ASU) employed 409 instructional staff. Of that total, 254 (62.1%) are full-time and 155 (37.8%) were part-time adjunct instructors [4]. This does not include executive administrators and deans. During the Fall Semester 2015, 65% (166 out of 254) held the doctorate and 30% (77 out of 254) held master level degrees. This is documented in the Full-time and Part-time Faculty Distribution, Table I. As noted, ASU continues to strive for a critical mass of full-time, qualified faculty to provide direction and oversight of the academic programs. Each degree program is coordinated by a full-time faculty member who is charged with overseeing the assessment of the student learning outcomes, analyzing the resultant data, facilitating discussion with the unit faculty, and generally ensuring that the program and curriculum are of the highest quality. Furthermore, full-time faculty are qualified to teach the courses that they are assigned and ensure up-to-date curriculum design, development and program evaluation. Full-time faculty members provide teaching with the utilization of experts, such that student learning outcomes are met. The number of full-time faculty is sufficient to fulfill basic functions of the academy.

¹⁰ Ibid, pg. 3-28;

Table I: Full-time and Part-time Faculty Distribution

	Fall 2013	Fall 2014	Fall 2015
Full-time	274	269	254
Part-time	135	159	155

As documented in the Faculty Profile (Full-time and Part-time) Table II, the full-time faculty members are diverse in ethnicity and gender and qualified to teach the courses that they are assigned. (This analysis is for fall 2015 term). Regarding the curriculum, some 99% (percent) of ASU programs have 75 percent of the sections taught by full-time faculty [4¹¹].

¹¹ Ibid, dtd. 5Feb15; 8May15; 25Sep15;

Table II. Faculty Profile (Full-time and Part-time)

College	Department	Enrollment Headcount (Fall 2015)*		Degree Awarded (Summer 2014-Spring 2015)*	Discipline Areas	Total Of Course Sections	Sections Taught by FT Staff	% of Total Sections Taught by FT Faculty	Sections Taught by PT Faculty	Assigned FT Faculty*	# of FT Faculty Teaching (Duplicated*)	# of PT Faculty Teaching (Duplicated*)	Comments
University Total		5,383	733			1472	1090	74%	382	254	334	195	
College of Health Sciences		545	114			131	96	73%	35	24	36	19	
	Health Information Management					9	8	89%	1	3	3	1	
					<i>HIM</i>	9	8	89%	1		3	1	
	Occupational Therapy					17	17	100%		6	5		
					<i>OTH</i>	17	17	100%			5		
	Physical Therapy					34	27	79%	7	7	9	5	
					<i>PTH</i>	34	27	79%	7		9	5	
	Rehabilitation Studies					42	18	43%	24	5	6	11	
					<i>RCO</i>	9	9	100%			3		
					<i>REH</i>	33	9	27%	24		3	11	
	Prosthetics and Orthotics					12	12	100%		3	3		
					<i>MPO</i>	12	12	100%			3		
	N/A				<i>HSC</i>	14	11	79%	3		8	2	Health Sciences is a required multidisciplinary introductory course to the field of health
	N/A				<i>MCHP</i>	3	3	100%			2		MCHP is a certification course that is not tied to a specific department

College of Liberal Arts & Social Sciences	731	184	392	277	71%	115	67	86	58
Psychology			48	18	38%	30	5	5	14
		<i>PSY</i>	48	18	38%	30		5	14
History & Political			90	72	80%	18	12	20	9
		<i>GEO</i>	18	13	72%	5		4	2
		<i>HIS</i>	53	41	77%	12		11	6
		<i>POS</i>	19	18	95%	1		5	1
Languages & Literatures			132	96	73%	36	28	31	19
		<i>ENG</i>	94	67	71%	27		20	13
		<i>FLF</i>	4	4	100%			1	
		<i>FLS</i>	7	4	57%	3		1	2
		<i>HUM</i>	19	16	84%	3		7	3
		<i>PHL</i>	8	5	63%	3		2	1
Social Work			15	10	67%	5	2	4	2
		<i>SWK</i>	15	10	67%	5		4	2
Communication Studies			70	56	80%	14	9	17	6
		<i>CMM</i>	35	28	80%	7		9	3
		<i>CMS</i>	22	15	68%	7		5	3
		<i>CRI</i>	4	4	100%			1	
		<i>CRT</i>	9	9	100%			2	
Sociology & Criminal Justice			37	25	68%	12	9	9	8
		<i>ANT</i>	1	1	100%			1	
		<i>CRJ</i>	21	11	52%	10		3	7
		<i>SOC</i>	11	9	82%	2		3	1
		<i>SSC</i>	4	4	100%			2	
College of Business	350	96	115	91	79%	24	24	30	12
Accounting &			22	13	59%	9	6	4	3
		<i>ACT</i>	16	10	63%	6		3	2
		<i>FIN</i>	6	3	50%	3		1	1
Business Administration			64	56	88%	8	12	20	5
		<i>BCO</i>	1	1	100%			1	
		<i>ECO</i>	16	11	69%	5		4	2
		<i>MGT</i>	38	36	95%	2		12	2
		<i>MKT</i>	9	8	89%	1		3	1
Computer Information			29	22	76%	7	6	6	4
		<i>CIS</i>	29	22	76%	7		6	4

College of Education*	752	228	224	149	67%	75	38	57	49
Curriculum & Instruction			57	33	58%	24	8	12	18
			<i>EDU</i>	31	16	52%	15	6	11
			<i>LEM</i>	2	2	100%		1	
			<i>REA</i>	7	6	86%	1	2	1
			<i>SED</i>	17	9	53%	8	3	6
Foundations			20	15	75%	5	4	7	3
			<i>BUS</i>	3		0%	3		1
			<i>EDU</i>	17	15	88%	2	7	2
Instructional			74	54	73%	20	14	24	16
			<i>APT</i>	8	6	75%	2	3	2
			<i>COU</i>	20	14	70%	6	4	4
			<i>EDT</i>	1	1	100%		1	
			<i>EDU</i>	16	5	31%	11	4	9
			<i>ILP</i>	11	11	100%		4	
			<i>LEM</i>	2	2	100%		1	
			<i>LPL</i>	14	13	93%	1	5	1
			<i>WED</i>	2	2	100%		2	
Health, P.E.&			62	43	69%	19	6	11	6
			<i>HEA</i>	10	7	70%	3	2	1
			<i>PED</i>	42	26	62%	16	7	5
			<i>REC</i>	10	10	100%		2	
N/A			<i>EDU*</i>	11	4	36%	7	3	6
									Professional practices and
College of Science, Mathematics &	458	86	288	220	76%	68	48	59	29
Biological Science			138	105	76%	33	20	27	15
			<i>BIO</i>	137	104	76%	33	26	15
			<i>WBI</i>	1	1	100%		1	
Mathematics & Computer Scie.			85	56	66%	29	20	18	12
			<i>MAT</i>	71	43	61%	28	14	11
			<i>CSC</i>	14	13	93%	1	4	1
Physical Sciences			65	59	91%	6	8	14	2
			<i>CHE</i>	32	26	81%	6	4	2
			<i>FRS</i>	16	16	100%		4	
			<i>PHY</i>	14	14	100%		3	
			<i>PSC</i>	3	3	100%		3	

College of Visual & Music	126	25	210	165	79%	45	29	42	17
Music			132	96	73%	36	14	26	13
			<i>MUE</i>	8	6	75%	2	4	2
			<i>MUP</i>	84	61	73%	23	13	5
			<i>MUS</i>	40	29	73%	11	9	6
Theatre			41	38	93%	3	8	9	1
			<i>THE</i>	25	22	88%	3	6	1
			<i>DAN</i>	16	16	100%		3	
Art			37	31	84%	6	7	7	3
			<i>ART</i>	37	31	84%	6	7	3
Division of Aerospace Studies*	N/A	N/A	15	15	100%			3	
Military			15	15	100%	0		3	
			<i>A S</i>	8	8	100%		2	
			<i>MSC</i>	7	7	100%		1	
University College*	2,415	N/A	97	77	79%	20	24	18	9
Advancement			97	77	79%	20	24	18	9
			<i>ENG</i>	17	14	82%	3	3	1
			<i>MAT</i>	22	21	95%	1	4	1
			<i>ORI</i>	32	23	72%	9	5	4
			<i>REA</i>	26	19	73%	7	6	3

Division of Aerospace Studies is not a degree granting colleges. The AFROTC officers provide general military course and the professional officer course to support the Air Force officer

University College is not a degree granting colleges; All developmental courses are offered through University Colleges

Notes:

*Enrollment headcount and number of degree awarded from the previous reporting cycle are provided to give a reference for the size of the programs hosted by academic colleges.

** Division of Aerospace Studies and University College are not degree granting colleges.

***University College serves all new students entering Alabama State University through the Freshman Experience course, as well as all developmental courses for academically underprepared students.

****Faculty members teach across disciplines. Therefore, the disaggregated numbers by disciplines do not sum up to total # of full-time instructors assigned to departments;

There are interdisciplinary factors that prevent the accurate portrayal of the impact on the numbers of full-time and part-time faculty in each degree program. As noted in Table II, in the College of Liberal Arts and Social Sciences, there are overlapping courses that are utilized for other areas, such as the general core, the College of Education and the University College. The students' individual programs of study are developed by their lead advisor but courses are being led by full-time faculty within those disciplines ¹².

Load Reductions and Overloads

Faculty may request a teaching load reduction in exchange for research opportunities or special assignments. Deans/department chairs are responsible for reassigning courses and ensuring that the curricular needs of the students are met. Although overloads are avoided when possible, occasionally it is necessary to request that a full-time faculty member teach beyond the standard 12-credit hour (24 credit hours for the academic year) load. Generally, faculty members are compensated for teaching an extra class by being given a course release the following semester, or paid at the adjunct credit hour rate. Overloads, teaching an extra class without the associated course release the next semester, are only requested in emergency situations, and the ASU Faculty Handbook has specific steps the department chair must take into consideration to ensure that no part-time faculty are available to teach the course ¹³. An exception to these general policies is made for the faculty who teach in the College of Visual and Performing Arts, who consider full-time load as two credit hours, though the faculty are teaching six contact hours per class. As shown, in Table III, Faculty Overloads by Department, overloads are only used when there is no viable option. For example, a faculty member passed away in 2015 just at the start of the semester. As the timing was late to find adjunct instructors, the College of Liberal Arts and Social Sciences faculty were asked to pick up additional courses.

¹² Ibid, pg. 5-2

¹³ Ibid, pg.3-28

Table III. Full-time Faculty Overloads by Academic Units, Fall 2015

College	# of Overload Credit Hours
College of Health Sciences*	49
College of Liberal Arts & Social Sciences	66
College of Business Administration	3
College of Education*	41.75
College of Science, Mathematics & Technology	40
College of Visual & Performing Arts	15
Department of Military Sciences	2
University College	27
* College of Education assigns load factors to reflect number of student supervised when calculating faculty overload for internship, clinical, and field practicum courses;	
** College of Health Science calculate faculty overload based on contact hours.	

Student-Faculty Ratio

ASU strives to have a low student-faculty ratio, calculated using the standard definition used in the Common Data Set (full-time equivalent student [full-time plus 1/3 part-time] to full-time equivalent faculty [full-time plus 1/3 part-time]) [\[4\]](#). In Fall 2015, our student-faculty ratio was **16:1**. Due to fluctuation in student enrollments over the past five years, the ratio has varied between 17:1 and 16:1. Based on the most recent data from the Integrated Postsecondary Data System (IPEDS), this is comparable to thirteen other four-year public institutions in Alabama who average student-faculty ratio has remained at 18:1 since 2010.

Table IV. Student to Faculty Ratio of Four-year Public Higher Education Institutions in Alabama, 2010 - 2014

University	City	State	2010	2011	2012	2013	2014	Average
Alabama A & M University	Normal	AL	20	19	17	15	20	18
Alabama State University	Montgomery	AL	17	17	16	16	16	16
Athens State University	Athens	AL	18	17	17	17	16	17
Auburn University	Auburn University	AL	18	18	18	18	17	18
Auburn University at Montgomery	Montgomery	AL	19	16	16	16	15	16
Jacksonville State University	Jacksonville	AL	20	20	18	18	19	19
The University of Alabama	Tuscaloosa	AL	19	19	20	21	21	20
Troy University	Troy	AL	20	19	18	17	15	18
University of Alabama at Birmingham	Birmingham	AL	17	18	18	18	18	18
University of Alabama in Huntsville	Huntsville	AL	16	16	16	16	16	16
University of Montevallo	Montevallo	AL	17	17	16	16	16	16
University of North Alabama	Florence	AL	21	20	21	21	17	20
University of South Alabama	Mobile	AL	22	21	21	19	20	21
University of West Alabama	Livingston	AL	18	17	16	16	15	16
Average			19	18	18	17	17	18

Data Source: IPEDS Data Center

Faculty Support

New and continuing faculty members have sufficient resources for fulfilling their teaching, research, and service activities ¹⁴. For example, faculty members have ample opportunity for faculty development through an award of monies annually distributed competitively through the Faculty Senate Development Committee and the Office of the Provost/Vice President for Academic Affairs. The latter office supports external awards through Title III funded items for

¹⁴ Ibid, pg. 7-2

support to faculty. Faculty members are provided annual updates and workshops through the Opening Faculty Institute sponsored by the Office of Academic Affairs, Center for Leadership and Public Policy, and the Center for Innovative Educational Practices and Services. These internal workshops and seminars complement those provided by visiting scholars brought to campus to engage faculty and promote professional development [5](#).

Faculty Adequacy by Major and Location

At the program level, most programs consistently have a majority of their sections and student credit hours taught by full-time faculty. The College of Visual and Performing Arts and the College of Liberal Arts and Social Sciences are clear exceptions. The part-time faculty members in this department are active in their fields, many of them in private practice, and therefore bring a wealth of real-world experience to the programs, indeed, experience that could not be duplicated by full-time faculty who teach four courses per semester. ASU has instances of part-time faculty who were formerly full-time faculty members who opted to teach part-time and return to private practice, which informs their teaching. Employing these part-time faculty members serves a twofold purpose: 1) students are afforded the opportunity to interact with practitioners in the fields of endeavor; 2) full-time faculty members are afforded the opportunity to balance their teaching and oversight of the academic program.

Alabama State University has the number of full-time faculty members to adequately support the mission and to ensure the quality and integrity of its academic programs. As a comprehensive diverse student-centered public HBCU, ASU is committed to global excellence in teaching, research and service. The University faculty members seek excellence, innovation and opportunity for its constituents to meet the educational needs of the citizens of the state and the nation.

Supporting Documentation:

- [1] [ASU Faculty Handbook, 2009](#)
- [2] [ASU Strategic Plan, ASU2025 Excellence. Innovation, Opportunity: A Plan for Alabama State University's Continued Excellence](#)
- [3] [ASU Division of Academic Affairs Road Map, Sustaining Excellence, Seizing Opportunity, 2015-2025](#)
- [4] [ASU Data Fact Book, 2014](#)
- [5] [Academic Affairs Annual Faculty Institute Agendas and CIEPS Faculty Brochure and Workshop Calendars](#)

CR 2.10: Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment: X Compliance Non-Compliance

Narrative

Alabama State University (ASU), being a diverse, student-centered public Historically Black College and University (HBCU), provides adequate student support programs, services and activities that are consistent with its mission and intended to promote student learning and enhance the development of its students.

Alabama State University (ASU) continues to provide programming, resources and services that support the educational, social and cultural growth of our students. As a community, we believe in offering a holistic curricular and co-curricular experience that is not only “student-centered,” but engaging, empowering and transformational. We also adhere to and support *ASU’s Five Core Values* of: 1) Integrity, 2) Innovation, 3) Excellence, 4) Diversity and 5) Legacy [11](#). On a daily basis, units within the Division Student Affairs and across campus, are dedicated to student support services and “live out” these values by:

- Offering superb customer service to all students, as well as internal and external partners;
- Investing both personally and professionally, in staff members;
- Supporting faculty by offering policies, programs, resources and services that are complementary to the academic mission of ASU;
- Encouraging students to embrace diversity and inclusion, as well as inter- and intragroup dialogue, so that they are prepared for an ever-increasing global world; and,
- Building an undeniable sense of ASU Hornet Pride, via living/learning, leadership and service-learning opportunities and experiences.

The mission of Student Affairs exists to prepare students to be responsible and contributing members of a diverse and global society by providing learning-centered environments, meaningful out-of-class opportunities, living-learning communities and professional support

services that help them learn through their experience and achieve academic success. This narrative will describe the various student support programs, services and activities that intentionally develop a holistic student.

Distance and Correspondence Education

ASU students enrolled in distance education programs have the same level of access to offices that offer support services as other students. While these students may or may not be “physically” on campus, distance learning students can contact respective offices directly, typically by phone or email, to receive immediate assistance.

ASU Student Profile

Over the past three (3), ASU boasts of an average enrollment of more than 5,800 students (Fall 2012, Fall 2013 and Fall 2014) from approximately forty (40) states and thirty-two (32) countries. As of Fall 2015, of the total 5,383 undergraduate and graduate students, 1,670 (31 percent) of ASU's students are non-Alabama residents and 5,135 (95.4 percent) are minorities, with a student-faculty ratio of 15:1. Undergraduate students make up nearly 89 percent of the student body, with women (63 percent) constituting the largest gender group and graduate students (i.e., master’s, doctoral, educational specialist) totaling 11% percent. The University had a total of 4,377 full-time undergraduate students and 291 full-time graduate students. There were 387 part-time undergraduate students enrolled and 328 part-time graduate students. ASU offers a wide range of programs leading to bachelor’s, master’s, education specialist, and doctoral degrees.

While ASU remains committed to its founding roots as an HBCU, the university also acknowledges the changing demographics of its student population. It is imperative that offices providing student support services to the curricular and co-curricular life of the institution give focus to the diverse, inclusive and intercultural needs of students at ASU in support of the university’s vision and mission. The offices in the Division of Student Affairs are not only robust, but also well-equipped to meet the ever-changing needs of students.

To further connect the student population to the campus, the official student handbook, *The Pilot*, is published with clear and appropriate statements of student rights and responsibilities and disseminated via campus-wide and the website [\[2\]](#).

The Office of Technology Services (OTS) is responsible for protecting the security, confidentiality, and integrity of student records and maintains measures to protect and backup data [3](#).

Qualified Staff

In accordance with Comprehensive Standard 3.9.3, an appropriate number of student support services are provided to all students attending ASU regardless of the type of delivery mode (traditional vs. distance education). The staff members are qualified and have appropriate education and years of experiences to carry out the day-to-day operations of the mission of ASU. Table 1 provides a list of departments in the Division of Student Affairs and the staff responsible for the unit.

Table 1. Division of Students Affairs Staff by Unit

Unit	Job Title	Staff Name and Resume
Career Services	Director, Career Services	<ul style="list-style-type: none"> • Mr. Jeremy Hodge
Counseling Services	Counselor, Coordinator of Commuter Programs Counselor/Coordinator Groups/Workshops Counselor	<ul style="list-style-type: none"> • Mr. Marion Brock • Mr. Chris Johns • Ms. Brenda Kennedy
Disability Services	Director, Disability Services	<ul style="list-style-type: none"> • Director's Position is vacant (advertising to fill spot) <i>Former Director, Mrs. Deborah Anderson</i>
Diversity and International Affairs	International Programs Manager	<ul style="list-style-type: none"> • Ms. Carol Williams
Health Services	Director, Health Services	<ul style="list-style-type: none"> • Ms. Gwendolyn Mann
Housing and Residential Life	Director, Housing & Residence Life	<ul style="list-style-type: none"> • Mr. Gourjoine Wade
Student Life	Director, Student Life	<ul style="list-style-type: none"> • Director's Position is vacant (advertising to fill spot) <i>Former Director, Mr. Kendrick Spencer</i>
Veterans and Military Affairs	Director, Veterans and Military Services	<ul style="list-style-type: none"> • Mr. B.K. Haynes
Office of the Vice President for Student Affairs	Vice President, Student Affairs	<ul style="list-style-type: none"> • Dr. Davida L. Haywood

Student Programs, Services and Activities

- [The Office of Career Services](#) (OCS) strives to enhance the personal, professional and career learning and development of students. The OCS begins the academic year by creating *Career Awareness Displays* in residence halls, academic buildings and the John Garrick Hardy Student Center Services, to attract students and make them aware of the programs and services that are offered. These programs and services are introduced to students as early as freshman year, with the hope that they will continue to utilize and build upon these life-long career skills.

It has been determined that the greatest career success is normally seen in those students who start their career planning early to assist students with career planning at ASU. Career Services utilizes the [Sigi](#) assessment tool which matches student interests and abilities with appropriate career fields and may be accessed by creating an online account via [HornetCareerNetwork](#). This platform enables students (as well as alumni and employers) the opportunity to post resumes for part-time and full-time employment. Currently, *Sigi* has over 3,500 students (and alumni) and 3,170 employers registered.

Career Services is also committed to creating and developing partnerships with faculty to ensure students are marketable. Career Services staff are invited into classrooms to help students clarify their educational and occupational goals and to share concepts such as: [resume writing](#), [job interviewing skills](#), [job search strategies](#) and exploring [external career resources](#).

While technology certainly aids and advances the work of Career Services, the office continues to honor the “personal touch” often affiliated with career development, with its annual [Career Fairs](#) [4]. These fairs bring our students face-to-face with employers and allow them to submit resumes and interview. In 2014, the *Career Fair Networking Reception* was implemented to allow students an early opportunity to meet with employers and practice interview skills they acquired during classroom presentations and one-on-one career counseling sessions.

- The [Counseling Services](#) (CS) is staffed with three clinical counselors with over seventy-five years of combined professional experience and equipped with master’s level degrees and Licensed Professional Counselor (LPC) credentials. The counselors are highly qualified and

trained to provide mental health and emotional wellness counseling services for students. On average, counselors see nearly 430 students per month [5]. The CS conducts hundreds of confidential individual, group and crisis counseling sessions to handle stress and grief issues students encounter. An on-call crisis phone line is maintained and manned daily, after working hours and on weekends.

CS provides programs and services that assist students in developing positive coping skills that enable them to solve problems effectively, resolve conflicts and make informed decisions to enhance their social and emotional well-being. A weekly programming sample includes workshops and sessions on crisis management, depression screening, Alcohol Awareness Week, HIV/AIDS education and prevention, test taking tips and treats, red ribbon campaigns and stress reduction. Counseling partnerships have been established across campus with the Offices of Disability Services and Veterans and Military Affairs, and in the local community via the Alabama Counseling Association (ACA); National Association of Student Affairs Professionals (NASAP) and the American Psychotherapy Association (APA).

Each year graduate students enrolled in ASU's counseling program in the College of Education and students from other universities (Troy University and Auburn University-Montgomery) have an opportunity to complete their practicum and internships in the CS under the supervision of program counselors.

The CS unit is also a designated safe space on campus, for students, faculty and staff who are suicidal and for students who identify as Lesbian, Gay, Bisexual, Transgendered, and Queer/Questioning (LGBTQ).

CS also provides support in residence halls to students who are considered to be at risk for dropout (freshman and sophomore students); and/or are reluctant about visiting the center. In addition, some students facing disciplinary actions are mandated for counseling in areas such as: conflict resolution and alcohol/substance use intervention in lieu of suspension from the university. Students are taught how to mitigate their anger, manage their impulse control issues and utilize preventative methods so that they do not violate the University's policy of "Zero Tolerance" [2].

- The Office of Disability Services (ODS) is committed to upholding the Americans with Disabilities Laws and the Rehabilitation Act (ADA) of 1973 which prohibits discrimination against individuals with disabilities and promotes the removal of barriers for all students with disabilities in their pursuit of [academic success](#). The office is a student-centered, nurturing unit dedicated to ensuring that our students with disabilities have equal access to University programs, accommodations and activities [\[6\]](#). The office also publishes important information on [disability accessibility](#) that is electronically accessible via the internet. The unit is also committed to helping students with documented disabilities through a variety of services, including providing, arranging and coordinating accommodations for participation in courses, programs and campus activities. Likewise, the unit's role is to review presented documentation, establish that students are eligible for disability services, determine their reasonable accommodations and provide support and advocacy.

ODS staff work with students who have documented physical, psychological or intellectual impairments. Documented disabilities may fall under the following categories:

- Attention Deficit Disorder
- Visual Impairments
- Traumatic Brain Injury
- Hearing Impairments
- Learning Disabilities
- Medical Disabilities
- Mobility Disabilities
- Psychological Impairments

Students requesting accommodations must self-identify and are required to submit documentation of the disability to verify and determine eligibility for services [\[7\]](#). The documentation must include a medical or psychological diagnosis from a certified professional. All information submitted is treated in a confidential manner and does not become a part of the student's University file.

Accommodations may include, but are not limited to, alternative testing, extended time on assignments, priority registration, adaptive equipment, interpreter services and reasonable residential housing in accordance with the University's guidelines. In the same manner, our students are encouraged to request services at least thirty (30) days prior to the start of

classes, to ensure the availability of services and allow for timely and effective processing of requests.

Those who self-identify and apply for services each semester are granted paperwork to be submitted to each instructor for requested accommodations [8]. Instructors are required to sign an *Accommodation Verification Form* acknowledging receipt of the student's accommodation requests, which students are then required to return to the Office of Disability Services [9].

Mid-semester and end-of-semester reports are submitted during the current semester to instructors, to determine if appropriate accommodations have been made and if there are any concerns that need to be addressed regarding the student's academic success [10] and [11]. If any concerns are cited, then they are addressed with the student or instructor via phone or in-person conference and documented in the student's file.

In the event of a student grievance, a written grievance regarding the related alleged disability discrimination, including all pertinent details is submitted to the Director of Disability Services. After review, a course of action is determined in accordance with the guidelines outlined in *The Pilot*. [2] Students also have the right to file a complaint with the U.S. Department of Education or other legal organizations under state and federal law, along with the Office for Civil Rights.

- [The Office of Diversity and International Affairs](#) offers cross-cultural programming and information to enhance the global mission of Alabama State University. Students, faculty and staff are continually involved in inclusive intercultural dialogues across the campus and the broader community. Some of the annual programs sponsored through the Office of Diversity and International Affairs at ASU to broaden cultural awareness include: Citizen Diplomacy Annual Meeting & Luncheon, International Study Abroad & National Student Exchange Fair, Hispanic Heritage Month Celebration; Chinese New Year Celebration; and, Nigerian Independence Day Celebration [12]. Furthermore, the office also partners with the ASU Gifted Gardener program which is a community service project for our international students.

With over thirty-two (32) international countries accounted for at ASU, the aim of the Office of Diversity and International Affairs is to provide opportunities for students to study abroad, both nationally and internationally. The office also provides support to and for the National Student Exchange Program (NSE). NSE is a not-for-profit, educational program which allows students an opportunity to study for a year, at another university in the United States or other related territories.

- [Health Services](#) supports the University by providing quality healthcare to students by not only meeting their immediate health and wellness needs, but is cost-effective. Annually, Health Services facilitates the needs of over 4,000 students via in-person medical visits, educationally, and through providing other health-related services. The Health Services staff is committed to accessing the health history of students prior to their arrival and helping them to maintain a healthy life **[13]**.

The confidentiality of patient medical records is maintained in accordance with the Health Insurance Portability and Account Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Appointments are not required but encouraged when students desire to meet with the University's physician. In the absence of the physician, nurses use Standing Physician's Orders for the care of patients. Likewise, an on-call crisis number is available for students who require medical assistance after working hours and on weekends.

Additionally, educational seminars are provided by Health Services in residence halls or the John Garrick Hardy Student Services Center. Special guests attend these programs and discuss with students a variety of health-related topics. The staff collaborates with other student groups and academic departments to encourage student participation.

Other important matters to note, about Health Services, include:

- Outpatient services are available.
- University identification is required for services.
- Charges for medications or medical supplies are billed to the student's account.
- Students must sign acknowledging that they understand and agree with all services provided by health care staff prior to receiving care.
- Medical records are securely maintained on file for a minimum of seven years.

- Daily visits can include allergy shots, diagnostic tests, educational programs, individual counseling, insurance information, limited dental services, psychiatric/emotional care, STD testing, T.B. skin tests and readings, treatment of injuries, treatment of sickness and individual support.
- The primary mission of the [Office of Housing and Residence Life](#) is to provide residential students with convenient, secure and stimulating living/learning environments that foster individual, educational and social growth, in a manner that assists students in developing a living and learning legacy [14] [15]. The housing system at ASU consists of approximately 2,512 traditional residence hall and apartment-style bed spaces, offering students a variety of on-campus and occasionally, alternate off-campus living options.

ASU provides undergraduate students with living accommodations to include dormitories and apartment style arrangements. There are thirteen (13) facilities with a total of 2,261 student beds to accommodate 1,483 females and 942 males. As a global university, ASU provides living accommodations for international students to occupy coed apartments in Cynthia D. Alexander Hall.

Table 2: Housing and Residential Life Physical Facilities

Building	Year Built	Total Sq. Ft.	Description
Bibb Graves	1930	38,580	Female suite style
Abercrombie	1947	38,580	Male suite style
G.N Card Hall	1962	35,577	Male suite style
Simpson Hall	1966	36,102	Male suite style
Cynthia Alexander Apartments	1966	6605	Coed apartment style
Girard Apartments (4 units)	1969	20,604	Coed apartment style
Bessie Estelle	1990	64,513	Female suite style
Martin Luther King	1990	64,513	Male suite style
C.J. Dunn Tower	1994	113,651	Female suite style
Facility A	2011	78,740	Coed suite style
Facility B	2011	78,740	Coed suite style
Peyton Finley	1983	15,488	Suite style apartment
McGinty	1983	15,488	Suite style apartment

Over the past five years (2010-2014), the main focus in Housing has consisted of [renovation and new construction](#). William H. Benson Hall, a 340-bed traditional residence hall, was demolished to make room for two new suite style residence halls, providing approximately 500 new bed spaces. Cynthia Alexander Apartments, formerly a housing option for faculty and staff, was converted to accommodate fifty (50) students in two-and three-bedroom units. They have complete amenities including fully-loaded kitchens with all new appliances.

Our residence halls offer students semiprivate and private accommodations with community living spaces that include study rooms, television lounges, activity rooms and laundry facilities. Individual resident rooms offer high speed wireless internet connectivity, local phone service with voicemail, cable television service and private bathrooms. The on-campus apartments offer residents with private bedrooms in two-bedroom and four-bedroom units with shared living rooms, bathrooms and kitchens.

Our Housing and Residence Life staff members are trained in the areas of academic programming, mediation, communication, peer counseling, crisis management, judicial affairs and general university services, in order to provide assistance and guidance to our residents. Educational and social programs are offered each semester in the residence halls and apartments. Each Resident Advisor is required to offer four programs a semester, which means that residents have over 100 programs to choose from each year.

Looking to the future and considering quality improvement suggestions from students, the focus is shifting from housing (those issues related to facilities) to *Residence Life* (those issues related to the quality of experience each resident has while living on campus). In order to measure the attainment of the Residence Life goals, a concerted effort to assess student satisfaction and student development are always given priority.

- The [Office of Student Life](#) which resides in the [John Garrick Hardy Student Services Center](#) seeks to enhance students' collegiate experiences by providing co-curricular engagement outside of the academic classroom. The Office of Student Life is the "home" for the following areas: Student Organizations, Student Leadership, Student Engagement, Greek Life, Service-Learning and Volunteerism, Student Media, ASU Cheerleaders and Mascot, Intramural Sports and Recreation and the Fitness Center.

- Student Organizations—our students gain leadership experiences by participating in [student organizations](#) and freshman, in particular, are encouraged to connect with the student community immediately. During the office's campus-wide *Organization Fair Day*, students are exposed to over sixty (60) student organizations. Throughout their matriculation at ASU, Student Life staff provide year-around advisement, personal development seminars and executive board trainings to students. Students also conduct chapter meetings and trainings to establish short-and long-term goals for their respective organizations.
- Student Leadership—the Office of Student Life serves as the hub for students to engage and connect with the University in various settings. Students involved in university life, participate in campus-wide elections for positions in our [Student Government Association](#) and [Miss Alabama State University](#) and Court. These students are ambassadors for the University and serve as a representative voice for the student body.

The Office of Student Life offers two leadership programs: Presidential Pacesetters Leadership Institute (PPLI) and the First Year Leaders Academy (FYLA). PPLI is designed for sophomores, juniors and seniors at Alabama State University; FYLA is reserved for incoming freshmen.

The curriculum for PPLI is based on a relational leadership model and participants attend a weekly leadership session and are assessed on their acquired knowledge. The program's central focus is to teach socially responsible leadership and prepare students to be able to perform adequately in various professional and organizational settings.

FYLA is a leadership training program for incoming freshmen. FYLA's goal is to connect classroom learning with opportunities for students to express their leadership skills and knowledge via real world experiences. The program has five tracks: diversity, professional development, public service, non-profit organization and social justice. Students attend a weekly educational session.

- Student Engagement Activities—the student-led, Campus Programming Board and Campus Activities Board, direct the planning for campus-wide programs, events and [traditions](#). Student participants are selected through application and interview processes. The board plans events such as the annual Martin Luther King, Jr. Convocation, campus-wide talent shows, midnight breakfasts, Homecoming Week, midnight yells, comedy shows and different events surrounding African American History Month.
- [Greek Life](#), at the University, recognizes members of the National PanHellenic Council's (NPHC) better known as the "Divine Nine." The fraternities and sororities at ASU are committed to preventing and reporting issues related to [hazing](#) and providing a collective focus on upholding high academic standards, fostering brotherhood and sisterhood and encouraging public service.
- Service and Volunteerism—student life encourages our students to be involved in the Montgomery community by promoting and encouraging volunteerism. Over the course of the past few years, student organizations completed nearly 2,040 community service hours. Our students read to local elementary students, collected and donated books to local schools, worked at a local food bank and served as motivation keynote speakers for a variety of high schools.
- Student Media—two [student media](#) productions are distributed: *The Hornet Tribune* (newspaper) and *The HORNET* (yearbook). Students take the lead by overseeing the production from start to finish for both publications. Student Media provides ASU students with a place to learn about journalism, while working on professional grade projects that combine an array of talents, including: writing, interviewing, photography, design, editing and interpersonal skills.
- The [Cheerleading and Mascot Program](#) supports intercollegiate athletics by leading cheers and raising the level of fan support at university athletic event teams. There are twenty-five (25) cheerleaders and two different students serve as our Hornet mascot. Further, our cheerleaders and mascot promote school spirit by actively engaging fans and supporters to cheer at athletic games, pep rallies and at requested events throughout the Montgomery/River Region.

- [Intramural Sports and Recreation](#) provide opportunities for students, faculty, staff and alumni to participate in a variety of recreational and wellness activities and services (i.e., Zumba, three-on-three basketball, soccer). Daily programs are designed to provide healthy lifestyle options and increase our students' quality of recreational life, in a fun and non-competitive manner.
- In conjunction with our Intramural Sports and Recreation programs, our [Fitness Center](#) and other [fitness locales](#) are available for students to keep physically fit. For instance, students can participate in cardio and weightlifting exercises, or swimming at their leisure.
- The [Office of Veterans and Military Affairs \(VA\)](#), at Alabama State University, is the newest office to join Student Affairs. Our office is designed to synchronize the educational needs of Armed Forces service members, veterans and dependents (Veteran Affairs Beneficiaries). This office is designed to develop strong partnerships with the Department of Veterans Affairs and Department of Defense—particularly with the [Air Force/Army ROTC](#) detachments on campus, Armed Services recruiters, and the Alabama Army National Guard and Air Guard. The office also maximizes Armed Services Members/Veteran skills to enhance ASU's learning community. As this office continues to develop and grow, the directorate's focus remains on several critical and essential tasks, including: 1) recruiting, developing, retaining, mentoring and graduating Veterans; 2) servicing VA Beneficiaries; 3) working with Service Recruiters; and, 4) advising on military matters while serving as the central point of contact for military actions at ASU.

As the Office of Veterans and Military Affairs at ASU moves forward, its staff will continue to target recruitment efforts in Columbus, Georgia, Atlanta, Georgia, Dothan, Alabama and Air Force bases in West Florida. The office will also be developing a Veterans' repository for all university-related challenges, celebrating and recognizing traditional, Veterans' related programming (i.e., 9/11, Veterans' Day and Armed Forces Appreciation Day during football and basketball games) and a "One Stop Shop" location in the University Center for Armed Services recruiters.

Academic-Based Student Support Programs, Services and Activities

- The [Testing Center's](#) mission is to support assessment efforts in the division of Academic Affairs and provide comprehensive testing and assessment services to ensure that instructional programs and indicators of teaching and learning reflect standards of higher education. The center also provides a public service by offering computer-based and/or paper-pencil [testing services](#). The vision of the Testing Center is to provide cutting-edge services for internal and external constituents and maintain membership with and adhere to guidelines set forth by the National College Testing Association to ensure professional standards are reflected in the services.

The Testing center functions primarily to facilitate transitions to and within the University by providing undergraduate and graduate entrance exams, university course placement exams, exams for course credit, exams to meet graduation requirements, as well as professional and correspondence exams for the community. The center also provides a facility conducive to a quality testing environment (i.e. clean, comfortable, quiet and outstanding customer service).

Further, the Testing Center:

- 1) Ensures a teaching-learning process that reflects new realities of assessing and assimilating information and varied learning styles of students.
- 2) Maintains and improves support for recruitment efforts.

It should also be noted that the Testing Center subscribes to professional standards from the National College Testing Association and participates in the Consortium of College Testing Centers.

- The Federal TRIO Programs (TRIO) are federal outreach and student services programs, designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation students and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. The [TRIO Programs at Alabama State University](#) sponsors three out of the eight programs, including Upward Bound (UB), Student Support Services (SSS) and Educational Talent Search (ETS)

Programs. At Alabama State University, the TRIO Programs are recognized as an advanced system that prepares their participants for:

- Successful completion of secondary education;
- Admission into a post-secondary institution;
- Retention and achievement of post-secondary education; and,
- Preparation for successful linkage to a post baccalaureate program.

The TRIO Program at Alabama State University services approximately 960 students each year, of which approximately thirty percent of the pre-college participants choose Alabama State University as their college of matriculation. TRIO programs are connected to a larger body of professional networks throughout the state, region and nation, including the Alabama Association of Educational Opportunity Programs Personnel, Southeastern Association of Educational Opportunity Programs Personnel and Council on Education.

In order to be served by one of these programs, a student must meet the eligibility criteria to receive services and be accepted into a funded project that serves the institution or school that the student is attending (or the geographical area in which the student lives).

- [Upward Bound](#) provides fundamental support to sixty-seven (67) participants in their preparation for college entrance. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. The program provides academic instruction in mathematics, laboratory sciences, composition, literature and foreign languages. The Upward Bound services also includes: tutoring, counseling, mentoring, cultural enrichment, work-study programs and education/counseling services designed to improve the financial and economic literacy of students that are traditionally underrepresented in postsecondary education; have a disability; are homeless children or foster care youth; and/or are disconnected students for reasons not listed. The services are provided to six high schools in the tri-county area, which include Lee, Lanier, Central, Calhoun, Jefferson Davis, Stanhope Elmore, and Autaugaville. Upward Bound hosts supplemental instructional classes twice a month on the campus of ASU, in addition to a five week summer component where our students are engaged in

intrusive, academic preparation classes and immersed in campus life by residing in the residence halls.

Student Support Services

Funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements and to motivate students toward the successful completion of their postsecondary education. Our Student Support Services (SSS) program provides grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants.

The Alabama State University Student Support Services Program provides services for 160 eligible students. Instruction in reading, writing, study skills, mathematics, science, and other subjects; advising and assisting in postsecondary course selection, providing information on both the full range of student financial aid programs and benefits and resources for locating public and private scholarships; and assisting with completion of financial aid applications are the services made available to participants. The program also provides education and counseling services designed to improve the financial and economic literacy and assist students in applying for admission to graduate and professional programs; individualized counseling for personal, career, and academic information, activities; instruction designed to acquaint students with career options; and exposure to cultural events and academic programs.

- The Educational Talent Search (ETS) program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program begins in high school and continues through our students' postsecondary education plans. At the moment, the University's talent search program serves 729 participants. Further, the program publicizes the availability of financial aid and assists participants with the postsecondary application process. It also encourages individuals who have not completed education programs at the secondary or postsecondary level, to enter or reenter, and complete their postsecondary education.

ETS provides tutorial services, career exploration, counseling, mentoring programs, workshops, information on postsecondary education, counseling services designed to improve the financial and economic literacy of students, guidance on and assistance in

secondary school reentry, alternative education programs for secondary school dropouts, entry into general education development programs or postsecondary education and programs and activities previously mentioned that are specifically designed for students who are limited in English.

- ASU's **University College** provides a major portion of the general studies curriculum for first-year and second-year students. Particular emphases are placed on Academic Support Centers, within University College, to provide academic support to equip students with strong study skills, as well as prepare first-year and second-year students for formal entrance into their degree programs. The goal of these centers is to complement the curriculum in some of the institution's lower-division courses with tutoring and computer instruction. Likewise, center support is available to all students enrolled at the institution. Currently, four academic support centers are available to students requiring assistance in writing, reading, history/humanities/geography and quantitative literacy.
 - University College also provides instruction for incoming freshmen in a **ORI 100-Freshman Orientation** course. The class is an academic requirement for all undergraduate students and formally introduces students to the mission and purpose of higher education, most importantly, the history and educational contributions of Alabama State University. The class is designed to nurture students and to help make them transition smoothly into the college experience.
- The **Academic Advisement Center** is designed to provide continuous centralized academic advising to new and continuing students who have not met requirements to exit University College. The Advisement Center is staffed with professional counselors who assist students and who maintain accurate records of students' progress through the university. The main function of the center is to provide a centralized and reliable system of thorough and accurate academic advisement, including referrals for academic support, for all new students during their first year of enrollment at the University.

Consistent with the mission of Alabama State University, the Academic Advisement Center exists to provide new students with the following: (1) aid in developing educational plans that are attuned with their life goals, interests and abilities; (2) promote student development (academic and social integration); (3) use available resources and collaborate in the

collection of data concerning needs, performance, aspirations and problems as students; (4) mentoring, counseling and coaching students to accomplish their educational, professional and personal goals; (5) provide quality academic advising to help students develop academically; and (6) provide and/or refer students to University resources and services while using the highest ethical principles and standards of practice.

- **Centers for Excellence in the Colleges**—a key objective of *Vision 2020*'s strategic plan is to “develop and nurture Centers of Excellence” in each of the colleges. Centers were established in the colleges to address the needs and requirements of academic disciplines in and to advance the mission and goals of the university. Some centers are in operation; others are being developed. For example, the College of Education (COE) has launched a Center for Excellence with the theme “From Entry to Certification: A Seamless Process.” The COE’s Center for Excellence provides support and assistance for pre-service teachers and for novice teachers during their first three years of teaching. The College of Visual and Performing Arts is proposing the establishment of a Center of Excellence in Performance Studies. This center will foster an in-depth study and appreciation for a variety theater concepts and performance techniques through co-curricular activities, seminars, and workshops. The College of Business Administration is proposing a Center for Excellence in International Business, and the College Science, Mathematics and Technology is establishing a Center for Excellence in Science and Technology.
- The **Teacher Education Center** in the College of Education assists pre-service teachers in their quest to become effective teachers. Services and resources include test preparation materials and instruction for the Alabama Prospective Teacher Testing Program, preparation for admission to teacher education, a resource library, state-of-the art computer laboratory, teaching materials and supplies and assistance to pre-service teachers in teacher education courses with preparing lesson plans and other teaching activities.
- The **Levi Watkins Learning Center** (Library) provides learning/instructional resources and services to support the academic programs and to meet the academic needs of students, faculty, as well as trained staff to insure that students have the proper physical environment and resources for learning, and that faculty have available instructional support needed to carry out, in an effective manner, various instructional and research tasks. Core Requirement 2.9 and Comprehensive Standards 3.8.1, 3.8.2, and 3.8.3 describe and

explain in extensive detail the academic services, resources, and support available in the University Library.

- The **Center for Innovative Educational Practices and Services (CIEPS)** was established in 2012 and serves as a conduit for bridging teaching and learning practices at Alabama State University [16]. The Center is designed to provide students with resource support to enhance ASU's academic community and improve student learning. The role of CIEPS is to have a continuous impact on student learning. Ultimately, its mission is to promote learning as a lifelong endeavor for both faculty and students.

CIEPS provides ongoing and annual learning activities and services intended for the development of students in the following areas:

- Support Student Learning: Assist with Student Understanding of Programs and Syllabi, Enhance Study Skills, Provide Quarterly Learning Workshops and Aid with Identifying Learning Styles [17] 2014-2015 Workshop Calendars and [18] 2014-2015 Sign-In Sheets;
- Sustain Current Campus-wide Technology Initiatives: Maximize the Use of Technology in the Learning Process;
- Reinforce Out-of-Classroom Activities to Strengthen Student Learning Facilitate a Student Learning Committee (meet monthly), Work Collaboratively with Student Organizations/Clubs, Develop Student Leadership Focus Groups – Participate/Attend FLIP Symposium (learning from a student's perspective); and
- Share Learning Resources for Improved Student Learning: Electronic Research Resources.

In collaboration with faculty and the support of staff in Student Affairs, a significant number of students were encouraged by these individuals to participate during the 2014-2015 academic year in the twelve (12) student workshops offered. The following data analysis provides an overall perspective of the students attitudes toward the workshop services provided. The analysis is outlined in Table 2 by question and the results. The 5-Likert Scale utilized for this survey includes: (5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree) for questions one through eight. Questions nine and ten used the following Likert Scale: 5-Completely Understand, 4-Understand, 3-Neutral, 2-Somewhat Misunderstand, and 1-Completely Misunderstand. Overall, students who participated in the

workshops offered in 2014-2015, strongly agreed after attending the workshop their understanding of the content

Table 2: Aggregated Data for Student Workshops

Questions	Results
1. My knowledge and understanding were positively impacted by the workshop topic	4.21
2. Workshop activities stimulated my learning	4.16
3. I have utilized some of the learning techniques from the workshop to enhance my academic performance	4.44
4. The teaching methods used in the workshop helped me learn	4.21
5. The resources provided at the workshop were relevant to my learning	4.40
6. The workshop was well paced	4.30
7. Overall, the workshop met my expectation	4.32
8. I would recommend this workshop to other students	4.11
9. Before attending the workshop, my understanding of the content was:	4.22
10. After attending the workshop, my understanding of the content was:	4.83

Assessment and Evaluation of Student Support Programs, Services and Activities

The quantitative and qualitative assessment and evaluation of student support programs, services and activities remain an integral function of the offices and units housed in the Division of Students Affairs and those connected to the Office of Academic Affairs. At Alabama State University, we are committed to on-going processes that inform and confirm the obtainment of learning objectives, and outcomes. All offices and units previously discussed adhere to the University's WEAVEonline process (as described in Comprehensive Standard 3.3.1.3.). This process aligns the campus community to the mission of the University and its goals identified in the strategic plan *ASU 2025 Strategic Plan, Excellence, Innovation, and Opportunity: A Plan Alabama State University's Continued Excellence* [\[1\]](#). It also helps units determine if programs should modify their services to support student needs and student success. The Office of Academic Planning and Evaluation at Alabama State University provides oversight and coordinate institutional planning, assessment and evaluation of all instructional and non-instructional units.

During the 2012 academic year a survey was administered by the Division of Student Affairs, to determine the quality of services offered to students among all of its offices. Over 98% of

students reported agreement with the statement “greeted me quickly and professionally” as a description of their interaction with various office staff within the Division of student affairs. Also, over 95% of students agreed with the statement “problem-solving attitude” to describe the nature of service they received. Additionally, over 98% of students were in agreement with the statement “friendly and approachable.” See Table 1 which is included in the supporting documentation for AY 2012 Student Affairs Customer Service Survey Results [\[19\]](#).

In an effort to gauge the various services offered by ASU, the National Survey of Student Engagement (NSSE) was administered in 2013. This tool is used to assess the engagement of freshman and senior students with the various programming at the University. The findings indicated that 93% of first-year students and 93% of seniors agreed with the statement, “ASU provided support to help students succeed academically”. In addition, 95% of first-year students and 90% of seniors who responded to survey agreed with the statement, “used learning support services (i.e., tutoring services, writing center, etc.). Most importantly, 94% of first-year students and 90% of seniors who responded to the survey agreed with the statement, “provided opportunities to be involved socially”. Table 1 and Table 2 provide 2013 NSSE Student Engagement Results [\[20\]](#).

The data collected using the Division of Student Affairs Survey and NSSE was utilized to assist the division with improving customer service and student engagement for current and future students attending Alabama State University.

Office of Technology Services (OTS)

Providing students with the appropriate information technology and resources is critical to the University’s mission and the success of its students. The Office of Technology Services (OTS) exists to offer and provide faculty and students with access to high-quality academic computing and facilities as well as respond to the technical needs of the academic units. Further, the unit is responsible for the e-learning infrastructure that provides tools, training, and support for faculty and students.

Holistically Supporting Students at ASU

Ultimately, the goals of student support programs, services and activities at ASU are to have a significant impact on student retention and enhance the educational, social and cultural development of students. The University is committed to providing its students with support

programs, services and activities that enhances the abilities, skills and talents of its students. As a community, ASU is driven by its student-centered mission and endeavors to offer curricular and co-curricular experiences that reinforce campus beliefs and values.

Supporting Documentation:

- [1] [ASU 2025 Excellence. Innovation. Opportunity. A Plan for Alabama State University's Continued Excellence](#)
- [2] [The Pilot \(Student Handbook\)](#)
- [3] [OTS Policies and Procedures Manual](#)
- [4] [Sample Fall Career Fair Final Report](#)
- [5] [Sample Counseling Services Monthly Report](#)
- [6] [Sample Office of Disability Services Brochure](#)
- [7] [Sample Office of Disability Services Application](#)
- [8] [Sample ODS Accommodations Form](#)
- [9] [Sample ODS Accommodation Verification Sheet](#)
- [10] [Sample Mid-semester ODS Evaluation](#)
- [11] [Sample End-of-Semester ODS Evaluation](#)
- [12] [Sample of International Flyers](#)
- [13] [Sample Health Evaluation Form](#)
- [14] [Sample Residence Life Manual](#)
- [15] [2010-2015 Student Activity Log by Residence Hall](#)
- [16] [Center for Innovative Educational Practices and Services \(CIEPS\) Student Brochure](#)
- [17] [2014-2015 CIEPS Workshop Calendars](#)
- [18] [2014-2015 CIEPS Sign-In Sheets](#)
- [19] [Table 1, AY 2012 Student Affairs Customer Service Survey Results](#)
- [20] [National Survey of Student Engagement \(NSSE\) Table 1 and Table 2 Results](#)

CS 3.2.8: Qualified Administrative/Academic Officers

The institution has qualified administrative and academic officers with the experience, competence and capacity to lead the institution.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) has qualified administrative and academic officers who have the experience and competence necessary to lead the institution toward advancing its vision and mission. In the spring of 2014, Dr. Gwendolyn E. Boyd was selected to serve as the 14th President of ASU. Dr. Boyd led the implementation of major changes to improve the function of all campus offices and processes including the adoption of a transformative vision, as presented in the University’s Strategic Plan, *ASU 2025: Excellence. Innovation. Opportunity: A Plan for Alabama State University’s Continued Excellence. Opportunity Is Here* [1]. A new organizational structure was approved by the ASU Board of Trustees and has been implemented [2]. The organizational chart of the University administration shows the reporting structure for these administrators [3].

The function of the President’s Administrative Council is to provide primary advisement to the President, and to provide advisement to the President regarding the University’s function within the scope of its mission. The Administrative Council functions largely by providing oversight to the institution’s operations toward sustaining its expectations of excellence. ASU’s Administrative Council members are independently experienced, credentialed professionals with strong academic and professional backgrounds, establishing a strong and collective expertise for the leadership functions of the institution. Each member holds a position of institutional authority within their division and is charged with divisional leadership among the University’s various units and campus interests. The Administrative Council consists of: the President, Dr. Gwendolyn E. Boyd; Senior Assistant to the President, Ms. Kathy Grant; the Chief of Staff, Dr. Bernard Houston; the Provost/Vice President for Academic Affairs, Dr. Leon Wilson; the Associate Provost for Academic Affairs, Dr. Karyn Scissum-Gunn; the Assistant Provost for Academic Affairs (Institutional Effectiveness), Dr. Legand Burge; the Vice President of Business and Finance, Mrs. Wanda Smith; the Vice President for Institutional Advancement, Mrs. Zillah Fluker; the Vice President for Student Affairs, Dr.

Davida Haywood; University Counsel, Mr. Kenneth Thomas, Esq.; Chief of Police, Mr. James Graboys; and Athletics Director, Mr. Melvin Hines.

As indicated above, ASU's Administrative Council is appropriately staffed to maintain the institution's operations and sustain its expectations of excellence. The current Administrative Council is aligned with the institution's organizational chart and all entities that makeup the University. The administrative and academic officers at ASU are highly qualified and well experienced in exposures involving global, industry, government and the academy. These persons are shaping the future of the ASU and the greater community of Montgomery. Each leader demonstrates transformative leadership, effective management and assurance of know-how to perform executive level operations.

The University's President appoints vice presidents. Each vice president is responsible for the selection of divisional staff. ASU's administrative offices are charged with managing the various institutional resources required to advance the University's mission and goals. These administrative divisions provide day-to-day management of the University's financial, physical and human operations and are directed by vice presidents and directors who report directly to the Office of the President. The University's chief administrative officers have held comparable current positions for an average of four (4) years; notably, this body of executive-level staff has an average of twenty-two (22) years of experience in higher education. The following is an outline of the University's organizational chart and the sub-units that makeup the Alabama State University,

Table 1 below provides a roster of the Administrative and Academic Officers at ASU. It was developed to include the division/offices, positions, names, administrative experience (years of employment in current position, prior position information, and a brief biographical sketch), highest educational attainment, and linkage to job description and current resume. The information is demonstrative of the professional competencies and capacities of the Administrative Council at ASU and other critical units on campus to lead the institution toward accomplishing its mission, goals and objectives.

Table 1. Administrative and Academic Officers

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
President	President	Gwendolyn E. Boyd	<ul style="list-style-type: none"> Over 34 years of experience in higher education. President, Alabama State University, 2014-Present Executive Assistant to the Chief of Staff, Johns Hopkins University, 2000 – 2014 Submarine Navigation Systems Analyst, Johns Hopkins University, 1980 – 1998 Assistant for Development Programs, Johns Hopkins University, 1998 – 2000 	D. Min. Howard University
President	Senior Assistant to the President	Kathy Grant	<ul style="list-style-type: none"> 25 years of administrative and operations management experience in the corporate and non-profit industry United States Army – Records Administrator 	M.B.A. (expected completion 2016) M.A. in Management and Leadership Liberty University
President	Executive Administrative Assistant to the President/Board of Trustees Liaison	Kisha R. Howard	<ul style="list-style-type: none"> Over 20 years of management/ administration experience in government, travel and hospitality, manufacturing and education. Over 10 years of experience providing executive level support. Specializations include: internal quality auditing, project management and corporate education instruction. 	Associate in Arts in Human Services Thomas Edison State College
Chief of Staff	Chief of Staff	Bernard E. Houston	<ul style="list-style-type: none"> More than 12 years of experience as an executive public administrator in the areas of cost containment, performance management, program monitoring, policy/legislation and government relations at the state and local level. 	Ed.D. in Leadership (expected date of completion 2017) Ohio University Juris Doctorate of Law Cleveland-Marshall College of Law

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
Provost/ Academic Affairs	Provost/Vice President for Academic Affairs	Leon Wilson	<ul style="list-style-type: none"> • More than 20 years of experience in higher education, including four years at Alabama State University. • Higher education positions have included post-doctoral fellow; assistant professor, chair, dean and interim provost and vice president for Academic Affairs. • Special Training: Statistical Models for Categorical Values; Structural Equation Modeling. 	Ph.D. in Sociology University of Michigan
Academic Affairs	Associate Provost for Academic Affairs	Karyn Scissum Gunn	<ul style="list-style-type: none"> • 24 years of experience in higher education, including 19 years in administrative capacities: • Associate Provost and Associate Vice President for Academic Affairs, 2014 - present • Chair and Professor, Department of Biological Sciences, 2001 – 2010 and 2010 – 2014 • Executive Director, ASU Biomedical Research and Training Programs, 2001 - 2014 • Provost and Vice President for Academic Affairs, 2009 – 2010 • Interim Provost and Vice President for Academic Affairs, 2008 – 2009 • Interim Dean, University College, 1997 – 1998 • Dean, University College, 1998 – 2001 • Chair, Department of Mathematics and Science, University College, 1996 – 1998 • 18 combined years of experience in project leadership as Principal and co-Principal Investigator (PI) on numerous ASU sponsored research, training and education programs funded through several federal agencies, including the National Institutes of Health (NIH), National Science Foundation (NSF), 	Ph.D. in Molecular genetics, minor in Biochemistry Auburn University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			Bureau of Health Professions (BrHP) and the U.S. Department of Education. <ul style="list-style-type: none"> • Experienced in institutional accreditation compliance monitoring, assessment and reporting processes at the state, regional and national agency levels. 	
Academic Affairs	Assistant Provost for Institutional Effectiveness	Legand L. Burge, Jr.	<ul style="list-style-type: none"> • 44 years of combined experience in government and higher education • Assistant Provost Institutional Effectiveness, 2015-present • Dean, College of Engineering, Tuskegee University, 1999-2015 • Dean, Defense Systems Management College, Defense Acquisition University, 1997-1999 • Vice Commander, Air Force ROTC, US Air Force, 1995-1997 • Program, Cost Analyst, Department of Defense, 1991-1995 • International Staff Officer, International Programs, Department of the Air Force, 1987-1991 • Chief, Information Security R&D, National Security Agency, 1985-1987 • Professor, Electrical Engineering, US Air Force Academy, 1979-1985 • US Air Force Research Program, Air Force Institute of Technology, 1977-1979 • Satellite Control Office, Space and Missile Systems, 1973-1977 • Management Training – US Air Force, Air War College; Air Command and Staff College; Squadron Officer School • Management Training – Executive 	Ph.D., Electrical Engineering Oklahoma State University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			Management and Development, National Security Agency <ul style="list-style-type: none"> • Management Training – Cryptologic School, National Security Agency • Program Management – Defense Systems Management College, Defense Acquisition University 	
General Counsel	University Attorney	Kenneth L. Thomas	<ul style="list-style-type: none"> • 36 years in the practice of law relating to Education and representing Educational and Governmental Institutions; more than 25 years representing Alabama State University 	J.D., Howard University School of Law
Student Affairs/Student Life	Vice President for Student Affairs	Davida Haywood	<ul style="list-style-type: none"> • 17 years of administrative experience in the areas of Student Recruitment and Admissions; Student Activities; and, Multicultural Affairs • Senior Executive Director of the Student Life Multicultural Center, The Ohio State University, 2011-2015 • Lecturer in the College of Education and Human Ecology, The Ohio State University, Fall 2014 • Director of the Office of Multicultural Affairs, Capital University, 2010-2011 • Lecturer in the College of Education and Human Ecology, The Ohio State University, Winter 2010 • Interim Director of the Office of Multicultural Affairs, Capital University, 2009-2010 • Assistant Director of the Office of Multicultural Affairs, Capital University, 2006-2009 • Director of Student Activities, Livingstone College, 2000-2001 • Assistant Director of the Office of Admissions, Johnson C. Smith University, 1999-2000 	Ph.D., Educational Administration and Higher Education The Ohio State University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<ul style="list-style-type: none"> Counselor and Recruiter in the Office of Admissions, Johnson C. Smith University, 1998-2000 	
Institutional Advancement	Vice President for Institutional Advancement	Zillah Fluker	<ul style="list-style-type: none"> More than 15 years of experience in the areas of human resources management and non-profit fundraising 	Master of Business Administration Purdue University
Business & Finance	Vice President for Business and Finance	Wanda Smith	<ul style="list-style-type: none"> More than 30 year experience in business and financial systems and organizational management Training Highlights: Graduate, Federal Executive Institute – Leadership for a Democratic Society; United States Office of Personnel Management, Management Development Center, Federal Human Resource Management Course; U.S. Air Force – Air War College; DoD Professional Military Comptroller School; U.S. Air Force – Air Command and Staff College 	Master of Business Administration Auburn University
Technology Services	Vice President for Information Technology	Diane Alexander	<ul style="list-style-type: none"> More than 30 years of experience in the information technology industry Certificates/Licenses: PMP, Six Sigma Green Belt, Business Process Management 	B.S. in Business Western Michigan University
Athletics	Athletics Director	Melvin Hines, II	<ul style="list-style-type: none"> 6 Years of Coaching experience and 11 years of Administrative experience Interim Athletic Director, Alabama State University, 2012-Current. Senior Associate Director of Intercollegiate Athletics, Alabama State University, 2010-2012 	M.S. in Education with a concentration in Sports Administration University of Louisville

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<ul style="list-style-type: none"> • Student Athlete Academic Support Services, University of Mississippi, 2008-2010 • Director of Student Athlete Services, Troy University, 2005-2006 • Student-Athlete Liaison/Advisor, University of Minnesota, 2007-2008 • Judicial Affairs Officer, Alabama A&M University, 2003-2004 • CHAMPS (Challenging Athletes' Minds for Academic Success)/Life Skills Program Advisor, Alabama A&M University, 2003-2004 • Graduate Assistant, University of Louisville, 1997 Receivers Coach, Alabama A&M University, 1998-2002 	
Public Safety	Chief of Police	James Graboys	<ul style="list-style-type: none"> • Chief of Police, ASU Department of Public Safety • Commander of Administrative Division, MPD • Commander of COP, MPD • Commander of Juvenile Division, COP • Over 24 years of comprehensive Law Enforcement Supervisory and Administrative Experience • Medal of Valor, Medal of Merit 	BA in Political Science/Criminal Justice from The Citadel, The Military College of S.C., 1990
Business & Finance/Human Resources	Director, Human Resources	Willie Dixon	<ul style="list-style-type: none"> • 21 plus years of progressive-professional HR managerial and supervisory experience in employee relations, benefits, payroll management, compensation, records management, policies implementation, employee disciplinary, conflict resolution (grievances), legal and compliance matters. • 14 years of HR management experience in large organizations with multi-culture 	Masters of Public Administration, University of West Florida, Fort Walton Beach, FL

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<p>workforces of 1000 or more employees.</p> <ul style="list-style-type: none"> • 7 years of managerial and supervisory experience as a Trainer and Safety professional. • 12 years with the United States Air Force, attaining the rank of Captain. • Demonstrated success in negotiating win-win compromises. Implementing HR matrix organization structure, Implementing SAP (HR) application, Resolving supervisor/subordinate disputes, developing of HR processes and procedures, managing HR legal activities. 	
Business & Finance	Assistant Vice President, Business and Finance and Comptroller	Alondrea Pritchett	<ul style="list-style-type: none"> • Cumulative over 20 years accounting experience • Electronic Data Systems (Business Analyst)/Federal Student Loans • Tuskegee University/Assistant Bursar, Interim Bursar/Accounting Supervisor/Director of Accounting/Interim Comptroller-8 years • Alabama State University/Chief Accountant, Assistant VP for Business & Finance/Comptroller-11 years 	Master of Business Administration (Accounting Concentration) Troy University
Business & Finance	Director, Contracting and Purchasing	Arlene Thompson	<ul style="list-style-type: none"> • Over 15 years in business and finance • Certified Public Accountant – Alabama State Board of Public Accountancy #10354 • Alabama State University, Contracts Administrator, Business and Finance, 2015 • Alabama State University, Senior Accountant II, Buildings and Grounds, 2012-2015 • Alabama State University, Senior Accountant, Accounting Services, 2009-2012 • Concordia College, Comptroller, 2007 	Master of Accountancy Alabama State University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<ul style="list-style-type: none"> Alabama State University, Senior Accountant/Contracts Management Admin, 2002-2007 Medical Place, Accountant, 2001-2002 	
College of Health Sciences	Interim Dean, COHS	Leon Wilson	<ul style="list-style-type: none"> More than 20 years of experience in higher education, including four years at Alabama State University. Higher education positions have included post-doctoral fellow; assistant professor, chair, dean and interim provost and vice president for Academic Affairs. Special Training: Statistical Models for Categorical Values; Structural Equation Modeling. 	Ph.D. in Sociology University of Michigan
Levi Watkins Library and Learning Center (LWLC)	Dean, LWLC	Janice Franklin	<ul style="list-style-type: none"> 18 years of experience as director Levi Watkins Library and Learning Center, ASU, 1993-present Library Director, School of Library and Information Studies, Texas Woman's University, ASU 	Ph.D. Texas Woman's University
College of Liberal Arts and Social Sciences (CLASS)	Dean, CLASS	Anthony Troy Adams	<ul style="list-style-type: none"> Dean, CLASS, September 2015—present Interim Dean, CLASS April 2013 – September 2015 Chair, Department of Criminal Justice & Social Sciences, May 2012 - April 2013, Alabama State Univ. Chair, Department of Criminology, Sociology & Geography, June 2007 - December 2010, Arkansas State University 	Ph.D. in Sociology University of Michigan
College of Education (COE)	Dean, COE	Doris P. Screws	<ul style="list-style-type: none"> Thirty-three (33) years of educational experience Chair of Health, Physical Education and 	P.E.D. Indiana University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			Recreation, ASU, 2011-present & 2006-2009, Interim Dean Graduate School, ASU, 2009-2011, SACS-COC Accreditation Liaison, ASU, 2009-2011 <ul style="list-style-type: none"> • Physical Education Coordinator, The Delaware State University 1998-2006, • Special Assistant to the Dean of HPER for Recruitment and Minority Affairs, Indiana University, 1985-1990 • Teacher/Science Department Chair, Mt. Olive Middle School, Fort Mitchell, AL 1993-1985, Teacher/Science Department Chair, Chavala High School, Seale, AL, 19980-1983, Teacher, Pittsview Jr. High School, Pittsview, AL, 1975-1990 	
College of Visual and Performing Arts (CVPA)	Dean, CVPA	Tommie Stewart	<ul style="list-style-type: none"> • Dean of the College of Visual and Performing Arts, 2010-present • Served as Department Chair for the Department of Theatre Art for 10 years; 2000-2010 • Director of the Theatre Program at Alabama State University, 1990-2010 	Ph.D. Florida State University
The Harold Lloyd Murphy Graduate School (HLMGS)	Dean, HLMGS	William A. Person	<ul style="list-style-type: none"> • More than 24 years of administrative experience • 2014 - Present: Dean of The Harold Lloyd Murphy Graduate School, ASU; 2012 - 2014: Dean of the Graduate School, Research and Sponsored Programs, ASU; 2011 - 2012: Dean of the Graduate School, ASU • 2008 - 2011: Associate Dean of the Graduate School/1999 – 2011: Director of the AGEM Program, MSU; 2008: Director of Graduate Studies, MSU; 2006 - 2008: Interim Dean of 	Ed.D. University of Georgia

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			the Graduate School, Interim Associate Vice President for Academic Affairs, MSU; 2004 - 2006: Director of Graduate Studies, MSU; 1999 - 2004: Interim Director of Graduate Studies, MSU; 1993 - 1999: Associate Dean, Graduate School, MSU and 1991 - 1993: Interim Associate Dean, Graduate School, MSU	
College of Business Administration (COBA)	Dean, COBA	Le-Quita Booth	<ul style="list-style-type: none"> • 40 years of experience • Dean, College of Business Administration, ASU, 2010-Present; • Director, DBE Supportive Services, ASU COBA, 2006-2013; • Director of Administration, Florida A&M University, 1995-2006; • Consultant, The University of Tennessee, Knoxville, TN, 1993-1994; • Assistant to the President, The National Science Center Foundation, 1989-1993; • Associate Director, Coordinator, Title XII International Development Program, and Associate Director, Division of Special Program at the Small Business Development Center, The University of Georgia, Athens, GA, 1977-1987; • Management positions in banking and lending with Small Business Administration and Trust Company Bank, Columbus, GA, 1974-1978. 	Ed.D. University of Georgia
University College (UC)	Dean, UC	Evelyn Hodge	<ul style="list-style-type: none"> • 37 years of Experience-Full Professor-2000 College of Education-Alabama State University • Teacher/Supervisor of High Intensity Education Program-Worth County Schools-1975-78 	Ph.D. Florida State University

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<ul style="list-style-type: none"> • Tallahassee Community College-Coordinator of College Outreach Program-Godby High School, Rickards High School-1987-89-Tallahassee, Florida • Supervisor of the College Reading Center-University College-1979-1984 • Department Chairperson-Albany State University, College of Arts and Sciences 1992-1996 • Director of the Central Alabama Regional Education In-service Center 1996-present • Interim Dean of the College of Education 2008-2009 • Dean of University College 2005- 2008- 2009-Present. 	
Institutional Effectiveness	Director, Academic Planning and Evaluation and Accreditation Liaison	Christine C. Thomas	<ul style="list-style-type: none"> • 10 Years of administrative experience with accreditation, assessment and evaluation. • Alabama State University—Seven years of hands-on experience with the process of institutional effectiveness and experience with both regional (SACSCOC) and national accreditation organizations such as: CAEP/NCATE, Accreditation Council for Business Schools and Programs (ACBSP), Council for Accreditation for Counseling and Related Educational Programs (CACREP), Council on Social Work Education (CORE), National Association of Schools of Art and Design (NASD) and the Accreditation Board for Engineering and Technology (ABET). • 2011-Present, Accreditation Liaison • Director, Academic Planning and Evaluation, Alabama State University, 2010-Present 	Ph.D. University of Missouri-Columbia Business/Educational Technology

Division/Office	Position and Job Description	Name and Resume	Administrative Experience (years and type)	Highest Degree Completed (and Institution)
			<ul style="list-style-type: none"> • Assessment Director, College of Education, Alabama State University, 2009-2010 • Basic Skills Trainer, National Association for Family Child Care accreditation, Auburn University, 2005-2008 	
Institutional Effectiveness	Director, Institutional Research	Yiyun Jie	<ul style="list-style-type: none"> • 9 years of experience • Director of Institutional Research, Alabama State University, 2011-Present • Research Analyst, Academic Planning and Evaluation, Alabama State University, 2010-2011 • Graduate Research Assistant, Departmental Assessment Committee, Department of Postsecondary Teaching and Learning, University of Minnesota Twin Cities, 2006-2010 	Ph.D. University of Minnesota Twin Cities
Institutional Effectiveness	Director, Office of Research and Sponsored Programs (ORSP)	Tamara Young Lee	<ul style="list-style-type: none"> • 22 years administrative experience - 5 years of experience in higher education • Director of Research/Sponsored Programs and Government Relations - 2014- present - ASU • Associate Vice President, Assistant University Counsel, Interim Chief of Staff – Tuskegee University - 2010 - 2013 • Vice President of Business Development - Alabama Small Business Capital 2006-2010 Executive Director/General Counsel – Southern Development Council 1993-2006 	JD North Carolina Central University School of Law

Personnel files, including academic transcripts and evaluations are available for all administrative and academic officers in the Office of Human Resources [4]. The institution evaluates the effectiveness of its administrative officers on a periodic basis (note CS 3.2.10). Evaluation guidelines for this level of personnel are outlined and explained in the updated *ASU Human Resources (HR) Policies and Procedures Manual* [5], which was approved by the ASU Board of Trustees on September 25, 2015 [6]. The HR handbook also provides a description of the duties and responsibilities of senior officers and the University's definition of academic administrator.

Supporting Documentation:

- [1] [Alabama State University Strategic Plan: ASU 2025: Excellence. Innovation. Opportunity](#)
- [2] [ASU Board of Trustees Minutes, Approval of Organizational Chart, May 23, 2014](#)
- [3] [New Organizational Chart for Alabama State University, Effective July 7, 2014](#)
- [4] [Academic Affairs \(Deans\) Evaluation Survey Report](#)
- [5] [ASU Human Resources Policies and Procedures Manual, Effective September 25, 2015](#)
- [6] [ASU Board of Trustees Minutes \(page 2\), Approval of HR Policies and Procedures Manual, September 25, 2015](#)

CS 3.3.1.1 Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results of educational programs, including student learning outcomes. This narrative provides an extensive overview of the University's institutional effectiveness process and procedures involving all educational programs.

Distance Education

Regardless of the mode of delivery (face-to-face, hybrid, or online) all academic programs are included in the assessment process at ASU. The University was approved to offer fully online degree programs on April 26, 2012 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [\[1\]](#).

Educational Programs and Colleges at Alabama State University

The development of educational programs is essential to the mission of ASU and its pursuit of excellence in teaching, research and public service. As required, the Alabama Commission on Higher Education (ACHE) approves all degree programs, certificates, concentrations and additions, deletions and changes to ASU's academic inventory of programs at ASU. In addition, the University's teacher preparation programs in the College of Education require the approval of the Alabama State Department of Education accompanied by ACHE. According to the ACHE program inventory, ASU offers fifty-nine (59) approved undergraduate and graduate level degree programs [\[2\]](#).

As noted in Comprehensive Standard 3.4.11, "the Provost and Vice President for Academic Affairs is the University's chief academic officer. College-level units at ASU are headed by deans or directors who primarily serve as administrative academic officers. At the college level, the dean is charged with the responsibility for leadership, administration and coordination of

academic programs. Deans are assisted by department chairs whose primary responsibilities include recruitment of faculty, recommendations pertaining to faculty appointments, curriculum development, work assignments, fiscal operations for programs, and other routine departmental operations. For enhanced effectiveness, program coordinators are available to assist with program coordination, curriculum development, scholarship, pedagogy, assessment and evaluation, and the general day-to-day of the program.”

The university has six colleges (the College of Business Administration, the College of Education, the College of Health Sciences, the College of Liberal Arts and Social Sciences, the College of Mathematics, Science and Technology and the College of Visual and Performing Arts) granting bachelors, masters, specialists and doctoral degrees. Also, University College exists to partner with degree-granting colleges and student support units to provide freshmen with a positive and meaningful first-year experience. The Department of Advancement Studies is housed in University College and supports all developmental and orientation courses made available to students in the areas of math, reading and English.

The expected outcomes of educational programs at ASU are measured based on the following comprehensive evaluative process as noted in the Curriculum Guide, 2015 [\[3\]](#):

- (a) the integrity of programs;
- (b) the ability of the university to provide and sustain support and resources;
- (c) the relevance of the programs to the university’s mission;
- (d) the investment of faculty knowledge and expertise; and, (e) the advancement of the university’s strategic goals.

Oversight of Educational Programs

The services of each educational program are delivered in accordance with the ASU’s Curriculum Guide, 2015 Edition [\[3\]](#). Faculty oversight at the college level is collectively assigned to department chairs, program coordinators, associate deans, and deans. Institutionally, the next layer of accountability for student learning and ensuring academic integrity is the Office of the Provost and Vice President for Academic Affairs.

Strategic Planning Processes

The strategic plan at Alabama State University is the blueprint for accountability and assessment of educational programs. In 2009, the ASU Board of Trustees (BOT) approved for implementation the strategic plan, *Vision 2020: The Alabama State University Transformation Plan (Vision 2020)* [4]. *Vision 2020* provided the University a linear direction for progression and alignment in the context of the prevailing mission of that time. In 2015, as part of the University's cyclical planning process, an updated strategic plan, *ASU 2025 Excellence, Innovation Opportunity: A Plan for Alabama State University's Continued Excellence (ASU Mission of Excellence 2025)*, [5] was adopted by the ASU BOT [6]. The updated *ASU Mission of Excellence 2025* strategic plan evolved in part from formative assessment of accomplishment of *Vision 2020*'s intended outcomes mid-way its life span; updates have included elimination of achievements already accomplished, and incorporation of new and additional institutional aspirations. Among other benefits, the strategic plan advances the integrity and innovation of educational programs. Most crucial, the plan establishes the University's mission statement as the foundation for institutional effectiveness.

Established Goals for Assessing Student Achievement

Regarding educational outcomes (CS 3.3.1.1), and within the scope of the current and recently implemented *Mission of Excellence. Innovation. Opportunity. 2025* strategic plan, the institution has established and implemented a framework of institutional goals as its metrics for outlining the expected outcomes for all colleges and departments in the academic division [5]. The prior *Vision 2020* strategic plan was also constructed such that the institution's reporting unit missions, goals and objectives could similarly align with *Vision 2020*'s mission statement, goals and objectives [4]. In compliance with SACSCOC Federal Requirement (FR) 4.1 Student Achievement, and based in part on outcomes resulting from the fifth-year review, the Office of the Provost and Vice President for Academic Affairs established four (4) achievement goals, effective 2015, as benchmarks for targeting academic growth. As demonstrated in the *Strategic Roadmap (Plan) for Academic Affairs: 2015-2025 (Academic Affairs Roadmap 2025)*, [7], the four (4) achievement goals are directly linked to the institutional goals and are used to evaluate "success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates." For accountability, these goals are monitored through the Office of Academic Affairs and evaluated within the ongoing institutional effectiveness process to assure alignment of the respective outcomes with institutional, divisional and unit goals and objectives.

The student achievement goals listed below are published on ASU's website at <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/index.aspx>.

- Goal 1: Students will demonstrate achievement across all levels of academic instruction (course and program).
- Goal 2: Students will demonstrate achievement upon successful completion of program and through job placement in the field.
- Goal 3: Students will demonstrate achievement by successfully passing professional certification/licensure exams.
- Goal 4: Students will demonstrate achievement through graduation from academic programs.

Please reference **Federal Requirement 4.1** for full discussion on the institutional student achievement, goals and five-year outcomes, and assessment through the institutional effectiveness process. As noted, ASU is a comprehensive diverse, student-centered public HBCU committed to global excellence in teaching, research and service. ASU prides itself on increasing the performance of its diverse student population, while simultaneously improving student achievement across all programs.

Institutional Effectiveness: Planning, Assessment and Evaluation

A culture of assessment has evolved into full development and execution at ASU and its consistency is demonstrated by the approaches utilized for improving the ongoing, cyclical processes of assessment. Planning, assessment and evaluation processes are shared responsibilities, specifically designed to enhance educational programs and student learning. This three part process includes: (a) each degree granting college identifying student learning outcomes at the program level for all academic programs and general education; (b) assessing the extent to which it achieves outcomes; and, (c) providing evidence based on analysis of the results gathered pertaining to quality instruction and continuous program improvement. As part of its core values, ASU is committed to continuous improvement of its educational programs utilizing evidence from the systematic assessment of student learning.

Oversight of Institutional Effectiveness Process

In 2011, the Office of Academic Planning and Evaluation was established to oversee and coordinate institutional planning, assessment and evaluation of all instructional and non-

instructional units. Additionally, the office provides support and assistance in five essential areas: (1) professional development workshop opportunities to support planning, assessment, and evaluation activities [8]; (2) consultations [9]; (3) research support (survey development, data analysis, focus groups, etc.); (4) technical support for using WEAVEonline and Class Climate [10]; and (5) resource development to include a WEAVE Manual Guide to provide the campus community with an overview of institutional effectiveness [11]. A WEAVEonline Step-by-Step Guide is available to help faculty and staff with utilizing the planning and assessment system [12].

With the support of administrators and deans, faculty and staff were selected to serve as Institutional Effectiveness Liaisons [13]. These liaisons work in conjunction with their respective division/college to coordinate all aspects of planning and evaluation activities [14]. The Institutional Effectiveness Liaisons assist in building a rich, robust and continued culture of assessment and that leads to continuous improvement at ASU. This structure has helped to facilitate an intentional platform of cross collaboration for all units/divisions.

Identifying Student Learning Outcomes

Each educational program at the University identifies expected student learning outcomes, assesses whether students are achieving those outcomes, and uses the assessment results to improve the quality of programs. Student learning outcomes specify the knowledge, skills, and behaviors students are expected to acquire by the completion of an educational program. As part of the assessment process, expected outcomes are established for educational programs and student learning at the course and program levels.

Faculty and program coordinators have the primary responsibility for identifying and assessing program and student learning outcomes. Other academic and administrative support programs are also rigorously evaluated using the same assessment process for alignment with coordinating degree programs and acquisition of student learning outcomes. At ASU, the assessment of student learning outcomes for all educational programs is an ongoing, three-year cyclical process of data collection. Within the process, educational and academic/administrative support programs complete annual assessment reports to validate continual progress towards the mission and goals of the university as well as provide evidence of advancing achievements.

During the Fall 2011, all student learning outcomes were gathered by the Office of Academic Planning and Evaluation for each educational program and general education to demonstrate a comprehensive system of compliance [15]. This initiative included a review of all programs to verify at the program level that expected outcomes were written clearly and intentionally and that each state the specific learning students should acquire. In 2013, outcomes were examined again by the Center for Innovative Educational Practices and Services to determine if they were being appropriately assessed during the annual institutional effectiveness process for 2012 through the 2015 assessment cycles.

General Education

General Education is central to educational programs at Alabama State University and consistent with good practices of assessment and evaluation as referenced in Comprehensive Standard 3.5.1 (General Education Competencies). Student learning outcomes (SLOs) in these courses specifically address competencies designed to improve students' abilities and performances in foundational skills through core courses such as English, mathematics, reading, and science. Also, general education is designed to promote excellence in learning so that students can achieve academically in degree programs [15]. A common goal is to ensure that students are able to read and think effectively, analytically, and critically, demonstrating a broad, well-rounded education. Reference Table 1 of the narrative to access the 2012-2015 assessment reports for general education.

University College, which houses the Department of Advancement Studies, was reorganized with the approval of the Board of Trustees on May 10, 2013 to support the focus of students in the first-year experience students and those who are transitioning to University with significant deficiencies in reading, mathematics, English [16]. Presently, core courses are housed within the College of Science Mathematics and Technology, College of Visual and Performing Arts, and the College of Liberal Arts and Social Sciences. The change has subsequently resulted in reporting outcomes-based assessment for general education outcomes within the degree granting colleges.

The Department of Advancement Studies still provides developmental support for vulnerable students entering the university. The department supports the goals of University College by helping students enrolled in English 130, Reading 130 and 132, and Mathematics 130 and 131 to overcome their general education deficiencies. The department is committed to supporting

and sustaining its students, providing effective and flexible learning experiences, and encouraging and requiring use of all student support services, while preparing students for success in the core curriculum courses.

The QEP and Its Impact on General Education Student Learning Outcomes

The ASU Quality Enhancement Plan (QEP), *Enhancing the Culture of Learning through Literacy in the First-Year Experience*, focuses on integrating intensive literacy instruction in reading/writing, quantitative and information literacy into the curriculum (Alabama State University QEP, 2010) and building higher levels of student competence in the defined literacy areas beginning with a strong first-year launch and extending into the major disciplines [17](#). The QEP is pursuing four goals and is evaluated through a supporting assessment system as well as through the institutional effectiveness process toward demonstrating the plan's impact upon student literacy and faculty development.

The QEP defines student learning outcomes in each literacy area and presents a plan to target the outcomes for intensive, foundational instruction in the core curriculum courses required of all students during their first year and for a continuing literacy focus in selected courses in the major disciplines. The enhanced culture of learning will have a positive impact on the first-year retention rate of each entering freshman class and promote successful academic progression through graduation.

The ETS Proficiency Profile and the *Standardized Assessment of Information Literacy Skills (SAILS)* are administered in the QEP program to assess student performance in the literacy areas (reading, quantitative, and information). Both external tests are administered online as a pre-test, an interim test, and a post-test.

- The **ETS Proficiency Profile** (developed by the Educational Testing Service) assesses reading/writing literacy skills and quantitative literacy skills (college-level skills in critical thinking, reading, writing and mathematics developed through general education courses).
- The ***Standardized Assessment of Information Literacy Skills (SAILS)*** is an assessment intended to help institutions better understand the information literacy skills of their students.

The QEP Impact Report demonstrates the extent to which students have attained the general education competencies [18]. Additionally, the ongoing, systematic assessment and evaluation of general education is another mechanism for documenting student achievement. In addition, the institution has used findings from assessment of the QEP's five-year outcomes to develop additional learning support programming to help improve observed learning outcomes in reading, mathematics and English among an identified population of first-year students enrolled in developmental courses [see the Supplemental Preparation for Enhanced Educational Development (SPEED) Program description, ASU QEP Impact Report.

Assessment System – Educational Programs

ASU acquired the WEAVEonline Assessment Management System and began using it in 2010 to manage the planning, practices, data collection, quality assurance, and reporting of assessment by educational programs, administrative support services, educational support services, research, and community/public service units. This system assists the university with tracking assessment information for annual reports, program reviews, and accreditation.

The WEAVEonline system incorporates processes for identifying expected outcomes and criteria for success, assessing the extent to which these outcomes are achieved, and effecting improvements based on the analysis of results. The assessment model at ASU is aligned with the university's mission and its strategic goals. The system supports continuous improvement and evidence-based decision-making. WEAVEonline training is provided for all faculty and staff [8]. Reports from 2010-present are archived and password protected in the system. To date, this process has substantially improved the performance of programs, services, and offerings of educational programs at Alabama State University.

Assessing Student Learning Outcomes (SLOs)

Adoption of WEAVEonline has strengthened the university's platform for documenting institutional effectiveness. Each educational program develops an assessment plan that utilizes the WEAVE framework. The annual assessment period for planning and implementing assessment plans/reports is from October 1st through September 30th as noted in the annual planning and assessment calendar [19].

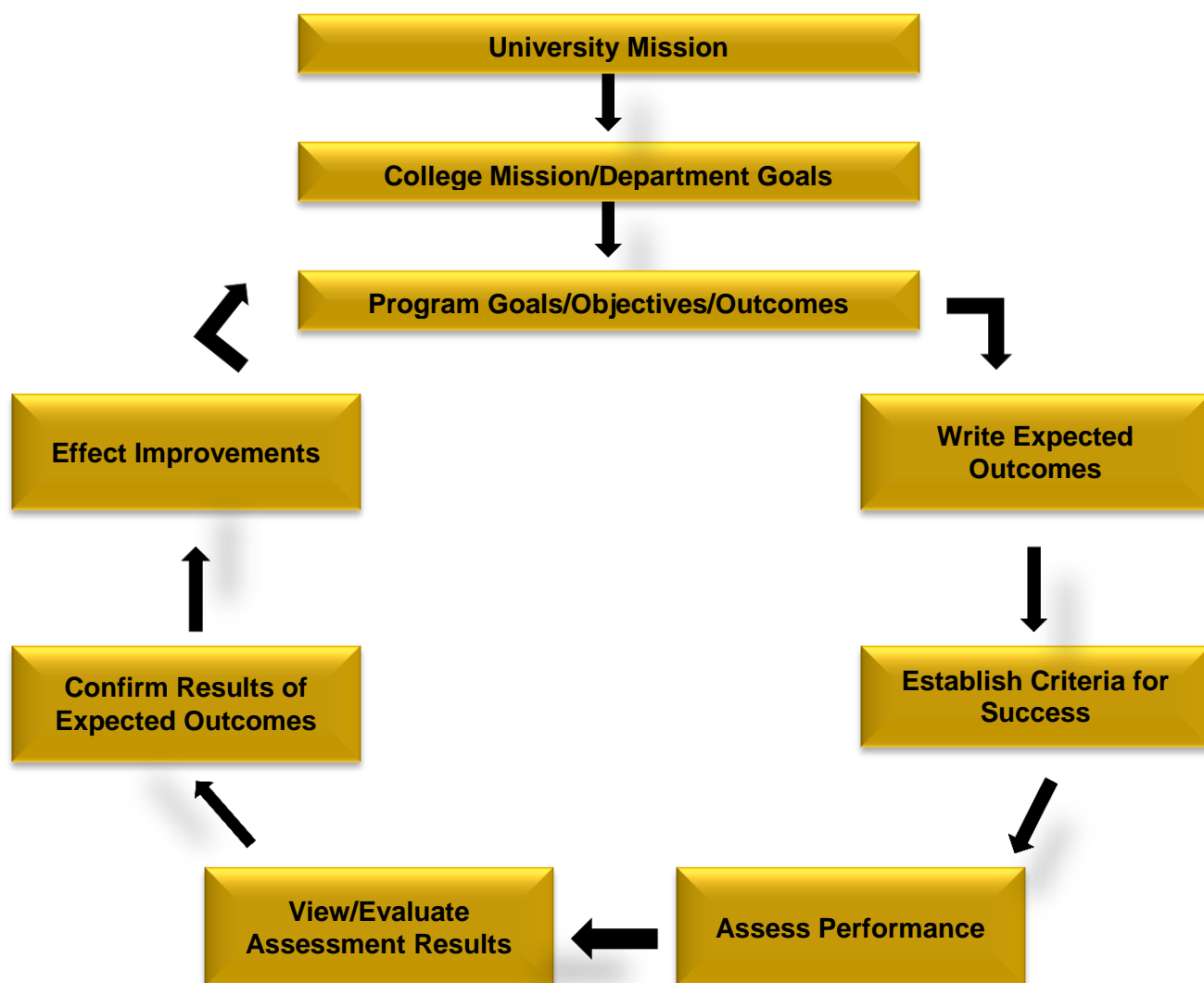
The WEAVE acronym developed by WEAVEonline includes the following:

- **Writing** expected outcomes for all educational programs are required. This step demonstrates how the outcomes are “grounded in the mission and are statements that accurately convey educational intentions form the foundations for student learning and service excellence. Writing outcomes reveal the programs’ commitment to students’ educational experience, performance and achievement...
- **Establishing criteria** is essential when determining an acceptable level of performance and success for each outcome.
- **Assessing performance results** “helps to determine if the implementation of assessment approaches will let [the program] learn if what [it is] doing is really working to produce what [it wants].”
- **Viewing assessment results** means “quality assurance and quality enhancement come together. . . .These steps require a careful review of assessment results to reveal where students are meeting or exceeding the level of success and more importantly the data will show the greatest opportunities for improving an academic program and the outcomes of student learning.

Effecting improvements through actions to demonstrate a shared interest and commitment to education. In this stage of the assessment process the results are used to structure improved learning experiences or embark on better ways of addressing other commitments (<http://www.weaveengaged.com/>)

Figure 1 provides a clear representation of the assessment model currently being used and captures the steps involved in effectively planning and reporting assessment at ASU.

FIGURE 1. WEAVE Assessment Model



WEAVE Assessment Processes

The assessment of student learning to improve educational programs is a part of the integrated process for planning, evaluation, and continuous improvement that permeates the University. This system is described fully in the response for Core Requirement 2.5 (Institutional Effectiveness) as it yields focus to the alignment of the departmental mission statement, program goals, student learning outcomes, and direct/indirect assessment measures. As previously indicated, the University’s mission and goals provide the overall framework for assessing institutional effectiveness. Each unit develops a mission statement along with goals that support those of the University, and most critically, provides all stakeholders involved with the program with clear and precise direction. At the college level, the alignment of processes is

integral to its success and that of the overall University. In addition, at the college level, there is alignment of departments, programs, courses and instruction with state and federal laws/policies, accreditation standards, program supply and occupational demand, global influences, and workplace requirements. Conclusively, the processes for assessment at ASU requires using WEAVE to include developing annual assessment plans and reviews and an evaluation of methods, data collection, and budget preparations, feedback and training. In reference to Figure 1, the details below recap practiced and modeled daily operations of assessment:

- Aligned program goals and student learning outcomes with the University's mission statement, goals, and strategic plan;
- Identified and clearly described learning outcomes for students;
- Identified and implemented direct/indirect assessment measures that evaluate the attainment of desired outcomes by students;
- Identified and clearly stated achievement targets for student performance/achievement;
- Analyzed and reported findings of evaluations used to reflect evidence-based data gathered through assessment measures; and
- Use of results as the basis for improvements in the program.

For continuous review, the Alabama Commission of Higher Education (ACHE) academic inventory is used to compare with ASU's inventory of degree programs and assessment reports completed by each college [\[2\]](#). The annual review takes into consideration program tracks and any separate assessment units. Assessment Reports on file for academic years 2012-2013, 2013-2014 and 2014-2015 are inventoried in Table 1, and include degree types, U.S. Department of Education Classification of Instructional Programs (CIP) codes, and a link to detailed WEAVE Assessment Reports for three years. Also provided are links to Continuous Improvement Plans for two years that include the use of results for each program that will be further discussed in the narrative. This review is conducted to further validate the comprehensive participation of all educational programs in the institutional effectiveness process.

Table 1: 2012-2015 Assessment Report & 2013-2015 Continuous Improvement Plans for Educational Programs

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	WEAVE Detailed Assessment Reports			Continuous Improvement Plans (CIPs)	
College of Business Administration	Computer Information Systems	B.S.	11.0401	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Management	B.S.	52.0201	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Accounting	B.S.	52.0301	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Finance	B.S.	52.0801	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Marketing	B.S.	52.1401	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Accountancy	M.Acc.	52.0301	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
College of Education	Special Education (MR)	B.S.	13.1001	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Elementary Education	B.S.	13.1202	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Secondary Education: <ul style="list-style-type: none"> • Biology Education • Business/Marketing Education • English Language Arts • Chemistry • General Science • General Social Science • Health Education • History • Mathematics 	B.S.	13.1205	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Early Childhood Education	B.S.	13.1210	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Music Education	B.M.Ed	13.1312	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Physical Education	B.S.	13.1314	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Recreational Therapy	B.S.	31.0301	2012-2013	2013-2014	2014-2015	2013-2014	No CIP
Applied Technology	M.S.	11.1099	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	WEAVE Detailed Assessment Reports			Continuous Improvement Plans (CIPs)	
College of Education	Instructional Leadership	M.Ed.	13.0401	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Library Educational Media	M.Ed.	13.0501	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Special Education (MR & LD)	M.Ed.	13.1001	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Secondary Education: <ul style="list-style-type: none"> Biology English Language Arts General Science General Social Science Health Education History Mathematics Elementary Education 	M.Ed.	13.1205	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	Early Childhood Education	M.Ed.	13.1210	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015
	School Counseling	M.Ed.	13.1101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Counselor Education: Clinical Mental Health	M.S./M.Ed.	13.1101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Teacher Education/P-12 Education <ul style="list-style-type: none"> Reading Specialist Music Education (Instrumental and Vocal/Choral) Physical Education 	M.Ed.	13.1206	2012-2013	2013-2014	2014-2015	Changes in leadership	2014-2015
				2012-2013	2013-2014	2014-2015	2013-2014	2013-2014
				2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Instructional Leadership	Ed.S.	13.0401	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
	Teacher Leader	Ed.S.	13.0401	Changes in Leadership	2013-2014	2014-2015	2013-2014	No CIP
Library Educational Media	Ed.S.	13.0501	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
School Counseling	Ed.S.	13.1101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	WEAVE Detailed Assessment Reports			Continuous Improvement Plans (CIPs)		
				2012-2013	2013-2014	2014-2015			
College of Education	Education: <ul style="list-style-type: none"> Secondary Education <ul style="list-style-type: none"> Biology General Social Science History Mathematics Elementary Education Early Childhood Education 	Ed.S.	13.0101	2012-2013	2013-2014	2014-2015	Changes in Leadership	2014-2015	
	Counselor Education: Clinical Mental Health Counseling	Ed.S.	13.1101	2012-2013	2013-2014	2014-2015		2013-2014	2014-2015
	Educational Leadership Policy & Law	Ed.D.	13.0401	2012-2013	2013-2014	2014-2015		2013-2014	2014-2015
	Educational Leadership Policy & Law	Ph.D.	13.0401	New Program			2014-2015	New Program	No CIP
College of Health Sciences	Health Information Management	B.S.	51.0706	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Rehabilitation Services	B.S.	51.2399	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Occupational Therapy	M.S.O.T.	51.2306	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Prosthetics & Orthotics	M.S.P.O	51.2307	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Rehabilitation Counseling	M.R.C.	51.2310	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Physical Therapy	D.P.T.	51.2308	2012-2013	2013-2014	2014-2015	2013-2014	No CIP	
College of Liberal Arts and Social Sciences	Communications	B.A.	09.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	English	B.A.	23.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Political Science	B.A.	45.1001	2012-2013	2013-2014	2014-2015	No CIP	2014-2015	
	History	B.A.	54.0101	2012-2013	2013-2014	2014-2015	No CIP	2014-2015	
	Criminal Justice	B.S.	43.0104	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Psychology	B.S.	42.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	WEAVE Detailed Assessment Reports			Continuous Improvement Plans (CIPs)		
				2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Social Work	B.S.W.	44.0701	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	History	M.A.	54.0101	2012-2013	2013-2014	2014-2015	No CIP	2014-2015	
College of Science, Mathematics and Technology	Computer Science	B.S.	11.0701	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Biology	B.S.	26.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Marine Biology	B.S.	26.1302	No Report	2013-2014	2014-2015	2013-2014	2014-2015	
	Mathematics	B.S.	27.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Chemistry	B.S.	40.0501	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Forensic Chemistry	B.S.	40.0510	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Physics	B.S.	40.0801	No Students Enrolled in Program during 2010-2015					
	Forensic Biology	B.S.	43.0111	No Students Enrolled in Program during 2010-2015					
	Mathematics	M.S.	27.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Forensic Science	M.S.	43.0106	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Biology	M.S.	26.0101	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	Microbiology	Ph.D.	26.0502	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
	College of Visual and Performing Arts	Theatre Arts	B.A.	50.0501	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015
Art		B.A.	50.0701	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
Music		B.A.	50.0901	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
Dance		B.F.A.	50.0301	The Student Learning Outcomes for Dance were assessed in the Theatre Assessment Reports and Continuous Improvement Plans					

Source: Office of Academic Planning and Evaluation/Center for Innovative Educational Practices and Services

Direct Assessment Methods

For evidence of student growth and achievement, each educational program at ASU selects direct assessment methods that effectively measure student learning as noted in Table 2, the documented assessment methods utilized for academic programs during the 2012-2015 assessment cycles. Assessment methods are aligned with student learning outcomes and course objectives based on competences and skills for each discipline. Although the immediate role of using various assessment methods at ASU is to measure the success of student learning, the strategies are equally vital to ensuring the performance of graduating students.

Adequate assessment methods are determined by educational programs during annual planning and revised as needed at the end of an academic year. Examples of the direct assessment methods implemented across educational programs include: pre-test/post-tests, exams, projects, journal writing, standardized tests, certification/licensure exams, capstone projects, portfolios, comprehensive exams, and internship/clinical evaluations. These assessment measures appropriately and intentionally assess the extent of student learning.

Table 2. 2012-2015 Direct Assessment Methods by College

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation
College of Business Administration	Computer Information Systems	B.S.	11.0401		X	X				X		X				
	Management	B.S.	52.0201		X							X				
	Accounting	B.S.	52.0301		X	X						X				
	Finance	B.S.	52.0801		X							X				
	Marketing	B.S.	52.1401		X	X		X				X				
	Accountancy	M.Acc.	52.0301		X					X						
	Computer Information Systems	B.S.	11.0401			X						X		X		
College of Education	Special Education (MR)	B.S.	13.1001	X	X					X	X	X	X			
	Elementary Education	B.S.	13.1202	X	X		X			X	X	X	X			
	Secondary Education: <ul style="list-style-type: none"> • Biology Education • Business/Marketing Education • English Language Arts • Chemistry • General Science • General Social Science • Health Education 	B.S.	13.1205	X	X					X					X	

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation
College of Education	<ul style="list-style-type: none"> History Mathematics 															
	Early Childhood Education	B.S.	13.1210	X	X		X	X		X		X	X		X	
	Music Education	B.M.Ed	13.1312		X	X	X					X				
	Physical Education	B.S.	13.1314		X	X						X		X		
	Recreational Therapy	B.S.	31.0301		X			X				X		X		
	Applied Technology	M.S.	11.1099		X							X				
	Instructional Leadership	M.Ed.	13.0401		X							X	X		X	
	Library Educational Media	M.Ed.	13.0501		X				X			X	X			
	Special Education (MR & LD)	M.Ed.	13.1001		X	X	X					X	X			
	Secondary Education: <ul style="list-style-type: none"> Biology English Language Arts General Science General Social Science Health Education History Mathematics Elementary Education 	M.Ed.	13.1205	X	X			X		X		X				

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation	
College of Education	Early Childhood Education	M.Ed.	13.1210		X	X						X			X		
	School Counseling	M.Ed.	13.1101		X	X						X			X		
	Counselor Education: Clinical Mental Health	M.S./M.Ed.	13.1101									X	X		X		
	Teacher Education/P-12 Education <ul style="list-style-type: none"> Reading Specialist Music Education (Instrumental and Vocal/Choral) Physical Education 	M.Ed.	13.1206												X		
	Instructional Leadership	Ed.S.	13.0401		X			X				X	X		X		
	Teacher Leader	Ed.S.	13.0401														
	Library Educational Media	Ed.S.	13.0501		X			X				X	X				
	School Counseling	Ed.S.	13.1101		X	X						X					
	Education: <ul style="list-style-type: none"> Secondary Education <ul style="list-style-type: none"> Biology General Social 	Ed.S.	13.0101		X							X					

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation
College of Education	<ul style="list-style-type: none"> ○ Science ○ History ○ Mathematics ● Elementary Education ● Early Childhood Education 			X	X							X				
	Counselor Education: Clinical Mental Health Counseling	Ed.S.	13.1101	X	X							X	X			
	Educational Leadership Policy & Law	Ed.D.	13.0401		X			X				X				X
	Educational Leadership Policy & Law	Ph.D.	13.0401													
College of Health Sciences	Health Information Management	B.S.	51.0706			X				X						
	Rehabilitation Services	B.S.	51.2399			X		X					X			
	Occupational Therapy	M.S.O.T.	51.2306					X		X	X					
	Prosthetics & Orthotics	M.S.P.O	51.2307		X								X			
	Rehabilitation Counseling	M.R.C.	51.2310		X	X				X			X		X	
	Physical Therapy	D.P.T.	51.2308					X					X	X		

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation
College of Liberal Arts and Social Sciences	English	Gen Ed			X			X								
	Geography	Gen Ed			X	X		X								
	History	Gen Ed			X			X								
	Humanities	Gen Ed			X			X								
	Communications	B.A.	09.0101					X					X			
	English	B.A.	23.0101	X				X					X		X	
	Political Science	B.A.	45.1001		X			X								
	History	B.A.	54.0101		X											
	Criminal Justice	B.S.	43.0104		X			X					X			
	Psychology	B.S.	42.0101										X	X		
	Social Work	B.S.W.	44.0701		X	X							X		X	
	History	M.A.	54.0101													
College of	Mathematics	Gen Ed		X		X		X								
	Biology	Gen Ed			X			X								
	Computer Science	B.S.	11.0701		X						X					
	Biology	B.S.	26.0101	X	X			X		X				X		
	Marine Biology	B.S.	26.1302						X			X		X		
	Mathematics	B.S.	27.0101		X	X		X			X	X		X		

College	Educational Program & Concentrations	Degree	CIP Code	Pretests/Posttests	Course Assessments	Course Projects	Case Studies	Journal/Research Writings	Standardized Tests	External Assessments/ Certification Exams/ Licensure Exams	Capstone	Comprehensive Exams	Internship/Clinical Evaluation	Performance/ Presentation	Portfolio	Dissertation	
Science, Mathematics, and Technology	Chemistry	B.S.	40.0501		X								X				
	Forensic Chemistry	B.S.	40.0510		X								X				
	Physics	B.S.	40.0801														
	Forensic Biology	B.S.	43.0111														
	Mathematics	M.S.	27.0101		X			X							X		
	Forensic Science	M.S.	43.0106								X	X					
	Biology	M.S.	26.0101		X			X				X					
	Microbiology	Ph.D.	26.0502					X				X			X		X
College of Visual and Performing Arts	Theatre Arts	B.A.	50.0501		X	X		X			X		X	X	X		
	Art	B.A.	50.0701	X	X	X						X		X			
	Music	B.A.	50.0901		X			X						X	X		
	Dance	B.F.A.	50.0301	X	X			X						X			
University College	English	ADV STU		X	X			X									
	Reading	ADV STU		X	X			X									
	Mathematics	ADV STU			X												

Office of Academic Planning and Evaluation/Center for Innovative Educational Practices and Services

Educational Programs Assessment Audit Process

Assessment audits are conducted periodically throughout the assessment cycle as well as annually to ensure the successful implementation of assessment processes and procedures. The 2012-2013, 2013-2014, and 2014-2015 audit reports provide an analysis of the extent to which programs and units are using assessment data to make improvements and also is an opportunity to conduct the following [20]:

- To confirm educational programs outcomes are not solely assessed based upon course grades as measures of SLOs within unit assessments;
- To ascertain if faculty responsible for educational programs require further assistance in the institutional effectiveness process; and
- To determine if all educational programs are assessed utilizing established SLOs within the annual unit assessment process.

The assessment audit process is very useful in providing evidence that educational programs have clearly defined expected (student learning) outcomes. The assessment audit process also demonstrated that there is a broad-based participation in assessment activities at ASU. Further, the assessment audits are clear indicators that the institution is using results to improve its educational programs as well as its institutional assessment processes.

Evidenced Based Analysis of Results—Continuous Improvement Plan (CIP)

Continuous improvement is an integral part in the documentation of student success at ASU. Effective 2013, at least 85% of all educational programs completed Continuous Improvement Plans (CIPs) for submission to the Office of Academic Planning and Evaluation (OAPE). These reports provide a holistic view of compiled continuous improvement efforts and/or enhancement planning per individual program as referenced in Table 1 of the 2012-2015 Assessment Reports by Program.

The authentic assessment and evaluation of ASU's degree programs are demonstrative of the University's commitment to continuous improvement. The CIP efficiently provides meaningful information about the actual performance of educational programs. It further necessitates that educational programs document improvement plans.

Faculty members are engaged to discuss the results and how they might be used to improve the program when the achievement target is not met. Each Continuous Improvement Plan (CIP) is listed in Table 1 of the narrative and provides coded results based on information from the each program's assessment report for 2013-2014 and 2014-2015. The Code of Results of data analysis include actions such as curricular change/modification of instruction, course revision, pedagogy, assessment methodology, criteria, process revision, budget, development training and other [\[21\]](#).

Further, Tables 3 and 4 provide an overview of how each college is using data for continuous improvement for 2013-2014 and 2014-2015 to enhance programs and student achievement based on desired outcomes. Program improvements are continuously made as a result of assessment findings and ultimately to ensure students are improving academically.

Table 3: 2013-2014 Use of Results Table by College

College	# of Programs	Curricular Change (1)	Course Revision (2)	Pedagogy (3)	Assessment Methodology (4)	Criteria (5)	Process Revision (6)	Budget (7)	Development/ Training (8)	Other (9)	TOTALS by College
College of Business Administration	6	0	14	8	1	1	4	0	5	0	39
College of Education	23	23	43	18	13	12	0	4	0	11	147
College of Health Sciences	6	4	4	6	7	5	1	7	3	4	47
College of Liberal Arts and Social Sciences	8	2	5	0	6	0	2	1	0	0	24
College of Science, Mathematics and Technology	12	2	3	7	2	1	0	4	1	11	43
College of Visual & Performing Arts	4	3	0	3	2	0	1	1	0	16	30
University College	General Education	1	2	1	0	0	0	0	0	0	4
TOTAL	59	35 12.73%	71 25.82%	43 15.64%	31 11.27%	19 6.91%	8 2.91%	17 6.18%	9 3.27%	42 15.27%	275 100%

Table 4: 2014-2015 Use of Results Table by College

College	# of Programs	Curricular Change (1)	Course Revision (2)	Pedagogy (3)	Assessment Methodology (4)	Criteria (5)	Process Revision (6)	Budget (7)	Development/ Training (8)	Other (9)	TOTALS by College
College of Business Administration	6	2	12	9	1	1	3	1	4	0	33
College of Education	23	29	13	17	8	22	1	7	1	10	108
College of Health Sciences	6	1	2	8	4	11	2	4	4	2	38
College of Liberal Arts and Social Sciences	8	3	4	2	2	1	1	0	1	5	27
College of Science, Mathematics and Technology	12	12	15	11	7	9	1	6	0	6	67
College of Visual & Performing Arts	4	15	5	3	5	2	2	2	0	20	54
University College	General Education	1	6	4	6	4	1		2	24	48
TOTAL	59	63 17.17%	57 15.53%	54 8.99%	33 13.62%	50 3.00%	11 5.45%	20 3.27%	12 3.27%	67 18.26%	367 100%

Academic Program Review

The Academic Program Review (APR) involves an evaluation and extensive review process for all academic programs at Alabama State University [22]. By 2020, which is the year for ASU's next reaffirmation, it is anticipated that all academic programs would have undergone the APR process as noted in the APR Calendar [23]. The APR was developed and recently implemented as a part of an evaluation plan that provides a process of regular and systematic assessment of all undergraduate and graduate degree programs, which are to be reviewed every five (5) years. The APR is an eighteen (18) month to two-year process that intended to have a constructive approach of evaluation which is beneficial for faculty, students, staff and external stakeholders.

The core of the APR is a self-study report produced by each academic department(s) or unit(s) responsible for a degree program. It provides an opportunity to reflect on the degree's adherence to the University's mission and strategic plan, to assess its quality and pathway to excellence, to analyze the success of graduates, and to examine current operations and future needs of the degree program. The review is centered on the following criteria:

CRITERIA	DESCRIPTION
Centrality	Each program is evaluated based on its contribution and adherence to the mission, vision, and strategic plan of the Alabama State University.
Quality	Each program is evaluated based on its student learning outcomes/educational outcomes, curriculum, eminence of faculty in teaching, research and citizenship, pertinent faculty resources, and accreditation standards (if applicable). Means of assessment are all important indicators of quality reflected in educational programs.
Student Success	This measure relates to analysis of student data, number of majors, graduation rates, faculty/student ratio and other factors that provide evidence of student success and follow-up of its graduates.
Viability	Programs are expected to provide evidence of sustainability and demand, as it relates to current operations and future expectations.

Source: Academic Program Review Guidelines Manual, 2013

Academic Program Review Guide: Processes, Procedures, and Self-Study, 2013

One of the purposes of the APR is to evaluate the degree program's strengths and areas for growth and continuous improvement and thus determine future priorities. It will also aid in the shaping of a plan for a program's continued support and enhancement, development, modification or discontinuance. Consequently, the information compiled in the APR will assist the college, department, and University's planning efforts of future budget requests, resource allocation, and the development of new programs. Self-Studies were completed for the six academic programs during a pilot implementation during the Summer 2013 to Spring 2015. The Bachelor of Arts in English and Art, and the Bachelor of Science in Health Information Management, Computer Information Systems, Psychology, and Biology were selected in the first cycle of the APR review based on recommendations by the faculty, department chairs, program coordinators and the deans. Links to the Self Studies are listed below:

1. [English](#), BA
2. [Art](#), BA
3. [Health Information Management](#), BS
4. [Computer Information Systems](#), BS
5. [Psychology](#), BS
6. [Biology](#), BS

After the extensive APR evaluation process, all pilot reviewed programs were found to meet or exceed APR assessment criteria. The remaining fifty-three (53) programs will be evaluated as noted from the calendar included in the APR beginning Fall 2016 [\[23\]](#).

Specialized Accreditation of Academic Programs

In addition to institutional regional accreditation, educational programs are accredited by thirteen (13) specialized accrediting agencies. Programs within the College of Education, College of Business Administration, the College of Health Sciences, the College of Liberal Arts and Social Sciences, the College of Visual and Performing Arts have academic degree programs that are accredited by various external entities as noted in Table 5.

To further demonstrate the University's commitment to sustaining excellence of its educational programs, the college units in the Division of Academic Affairs are responsible for completing self-studies as a part of the review and renewal process at various intervals, including

demonstrating compliance with common core standards designed to strengthen the quality of programs through assessment and evaluation.

Table 5: Specialized Accreditation

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	LAST ACCREDITATION
The Accreditation Council for Business Schools and Programs (ACBSP)	College of Business Administration	All Programs	1993	2013
Accreditation Council for Occupational Therapy Education (ACOTE)	College of Health Sciences	Occupational Therapy, M.S.O.T	2000	Next review in 2016/2017.
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	College of Health Sciences	Health Information Management, B.S.	2000	2014-2015
Commission on Accreditation in Allied Health Education (CAAHEP) through the National Commission on Orthotics and Prosthetics Education (NCOPE)	College of Health Sciences	Prosthetics and Orthotics, M.S.P.O	2014	3 year accreditation period. Next review in 2017.
Commission on Accreditation in Physical Therapy Education (CAPTE)	College of Health Sciences	Physical Therapy, D.P.T.	2002	2008; 10 year accreditation period. Next visit in 2017.
Council for Accreditation of Counseling & Related Educational Programs (CACREP)	College of Education	Clinical Mental Health, M.Ed./M.S. and Ed.S. Counselor Education	2013	2013

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	LAST ACCREDITATION
		Programs		
Council of Social Work Education (CSWE)	College of Liberal Arts and Social Sciences	Social Work, B.S.W.	1987	2008
Council on Rehabilitation Education (CORE) [Rehabilitation Counseling]	College of Health Sciences	Rehabilitation Counseling, M.R.C.	2011	2014; 8 year accreditation period. Next visit in 2022.
Council on Rehabilitation Education (CORE) through the Commission on Undergraduate Standards and Accreditation (CUSA) [Rehabilitation Services]	College of Health Sciences	Rehabilitation Services, B.S.	2012	2015; 8 year accreditation period. Next visit in 2022/2023.
National Association of Schools of Art and Design (NASAD)	College of Visual and Performing Arts	Art (Visual Art), B.A.	2013	2013
National Association of Schools of Music (NASM)	College of Visual and Performing Arts	Music, B.A.	1972	2008
National Association of Schools of Theatre (NAST)	College of Visual and Performing	Theatre, B.A.	2010	2010

AGENCY	COLLEGE	PROGRAMS ACCREDITED	YEAR OF INITIAL ACCREDITATION	LAST ACCREDITATION
	Arts			
The Accreditation Council for Business Schools and Programs (ACBSP)	College of Business Administration	All Programs	1993	2013
National Council For Accreditation of Teacher Education (NCATE) Jointly with the Alabama State Department of Education (ALSDE)	College of Education	Education Programs	1935	Fall 2015

Connecting Budgets to the Institutional Effectiveness Process

Budget planning is connected to the institutional effectiveness process, and is executed annually. This endeavor requires input from all academic and non-academic administrators. The process begins with notice of the fiscal year budget planning schedule for unit preparation purposes [24]. The next step involves each unit developing budget forms that reflect alignment of the unit's mission statement, goals and measurable outcomes with the University's mission and strategic goals. The unit objectives must be linked to justification for budget requests [25]. The budget planning schedule includes notification for all participants to present their submissions to the president and finance officers [24].

In conjunction with the budgeting process and in support of operations funding, the Office of Business and Finance prepares and submits the University's Postsecondary Budget Request to the State of Alabama Commission on Higher Education, ensuring that the document reflects the goals and objectives of the University as documented in the budget process. Following the budget hearings, the Office of Business and Finance prepares and submits the University's draft budget to the ASU Board of Trustees Finance Committee, followed by presentation to the full Board for discussion and final approval [26].

Units Providing Additional Support for Educational Programs

Library Resources and Services

The Library Resources and Services section covers three areas: The Levi Watkins Learning Center (LWLC); Office of the Dean, University Library and Learning Resources; and The National Center for the Study of Civil Rights and African-American Culture (National Center). The LWLC, serving as the University's central library, information services and archives unit, is a newly renovated (2010) five-story building covering 146,000 square feet with a 600 person seating capacity. The unit goals and objectives of the LWLC are based on the library's five-year strategic plan that is updated yearly [27]. These goals and objectives are based on the LWLC's mission, vision, and values statements that align with the institution's mission and strategic priorities. The mission statement is as follows:

The Levi Watkins Learning Center fosters learning, teaching, research, cultural enrichment, and provides interactive environments for the Alabama State University community. The Center is a dynamic physical and virtual learning place that offers

resources, cultural experiences, and diverse emerging technologies to advance critical thinking and scholarship.

Main achievements of the LWLC that support improving student learning over the past three years include an increase in information literacy opportunities, and coverage for most academic departments. During the same time period, the LWLC has worked in conjunction with the National Center to increase the oral history collection, enhance assessment methods of programs and exhibits, and continue collaboration with community groups.

Information Technology

The Office of Technology Services (OTS) was created in April 2014 to address the university's evolving technological needs and campus support for faculty and students and other end users at the University. OTS consists of Enterprise Resource Planning (ERP) support (PeopleSoft), telecommunications, wired and wireless Network Services, copying, cable plant, access control, ID station, and service desk.

The Service Desk was established to support faculty, staff, students and students with help desk needs. To ensure confidentiality, student privacy, security and uses of technology at ASU, a policies and procedures manual was developed by OTS and approved by the Board of Trustees in November of 2014 [28] [29].

Center for Innovative Educational Practices and Services

The Center for Innovative Educational Practices and Services (CIEPS) was established in 2012 to serve as a conduit for bridging educational programs, student support services, and administrative services within the organization with its student-centered mission for faculty and students [30] [31]. While working collaboratively with the Office of Academic Planning and Evaluation, CIEPS assists educational programs with the triangulation of assessment data to champion institutional effectiveness, continuous improvement of educational programs, and higher student achievement.

The Center provides scholarly information on best practices through various media for improvement of classroom instruction. More specifically, CIEPS works to further the systematic measurement and improvement of methodologies of educational outcomes. In addition, CIEPS

coordinates activities to facilitate the integration of technology and the assessment of co-curricular experiences in teaching and learning.

The CIEPS supports increasing the academic quality and delivery of academic programs, enhanced student achievement, excellence in teaching, and high-quality professional development. Consistent with our University's mission, the center is committed to fostering a student-centered learning environment through pedagogy, research, technology, and resource support. Services are rendered in various formats such as webinars, face-to-face training and workshops and electronic resources to accommodate learning styles and delivery preference.

Moving Forward

Since its last reaffirmation, ASU has continued to enhance its annual planning and assessment activities which has led to several transformations and improvements to its institutional effectiveness process. This narrative demonstrates a trajectory of a growing culture of assessment and its evolution of the University's process through several layers of cyclical reviews conducted annually by various stakeholders. This improvement of the assessment process has resulted in the University's being better able to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence for improvement based on the analysis of educational programs student learning outcomes.

Supporting Documentation:

- [1] [SACSCOC Approval of Distance Education Programs, April 26, 2012](#)
- [2] [Alabama Commission on Higher Education \(ACHE\) Program Inventory for ASU](#)
- [3] [ASU's Curriculum Guide, 2015](#)
- [4] [Vision 2020: The Alabama State University Transformation Plan](#)
- [5] [ASU 2025 Excellence, Innovation Opportunity: A Plan for Alabama State University's Continued Excellence](#)
- [6] [Board of Trustees Approval Minutes of the ASU 2025 Excellence, Innovation Opportunity: A Plan for Alabama State University's Continued Excellence](#)
- [7] [Strategic Roadmap \(Plan\) for Academic Affairs: 2015-2025](#)
- [8] [Sample Assessment and Evaluation Professional Development Workshop](#)
- [9] [Planning and Evaluation Meeting Agendas and Cover Letter to Academic Deans](#)
- [10] [Assessment and Evaluation Service Report](#)
- [11] [WEAVE Manual](#)

- [12] [WEAVEonline Step-by-Step Guide](#)
- [13] [WEAVE Liaisons List \(2012-2013\)](#)
- [14] [WEAVE Liaisons Charge and Sample Meeting Agendas](#)
- [15] [ASU's Educational Outcomes for General Education, Certificate and Degree Programs](#)
- [16] [Board of Trustees Approval Minutes for Changes to the Organizational Structure of University College, May 10, 2013 \(pg. 3\)](#)
- [17] [ASU's Quality Enhancement Plan](#)
- [18] [2016 QEP Impact Report](#)
- [19] [ASU's 2012-2015 Planning and Assessment Calendar](#)
- [20] [2012-2015 Assessment Audit Reports](#)
- [21] [Continuous Improvement Plans \(CIP\): Codes for Categorizing Use of Results for Educational Programs](#)
- [22] [Academic Program Review \(APR\) Guide](#)
- [23] [Academic Program Review Calendar](#)
- [24] [ASU Annual Budget Planning Schedule](#)
- [25] [ASU Completed Budget Form \(Sample\)](#)
- [26] [Board of Trustees Agenda for Approval of Budget](#)
- [27] [Levi Watkins Learning Center, Five Year Strategic Plan](#)
- [28] [Office of Technology Services Policies and Procedures Manual](#)
- [29] [Board of Trustees Approval of Technology Services Policies and Procedures Manual, November 2014](#)
- [30] [Center for Innovative Educational Practices and Services \(CIEPS\) Flyer for Faculty](#)
- [31] [Center for Innovative Educational Practices and Services \(CIEPS\) Flyer for Students](#)

CS 3.4.3: Admissions Policies

The institution publishes admissions policies that are consistent with its mission.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) publishes admissions policies that are consistent with its mission, regardless of publication communication format (print, electronic and online). Consistent with its assurance that race, gender and economic status do not inhibit intelligence, creativity or achievement, admission to the Alabama State University is open to all prospective students who meet the academic requirements [1].

Publication of Admissions Policies

The ASU Hornet admissions policies and other resources are available electronically on the institutional website (www.alasu.edu) as organized in several units with admissions related functions as appropriate. The policies are consistent with the University's mission statement; they are designed to enroll a diverse population of students capable of benefitting from the institution's academic programs. To this end, admissions policies are predicated upon the presumed competence of the individual rather than upon consideration whatsoever of race, color, sex, religion or national origin. Admissions policies for undergraduate students are published in the 2015-2017 Undergraduate Catalog [2] and for graduate students in the 2015-2016 Graduate Bulletin [3]. <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>. The following is the admissions policy published in University catalogs:

Alabama State University (ASU) is an equal opportunity employer and as such does not discriminate on the basis of race, ethnicity, national origin, age, sex, creed or color in any of its programs including, but not limited to, admission of students or employment. The university complies with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 as amended. Information regarding Titles VI, VII and IX may be obtained from the director of personnel services at (334) 229-4267 and from the Vice President for Student Affairs at (334) 229-4241.

Alabama State University maintains, collects and compiles a system of information on its students in order to enhance university efficiency. However, the university fully complies with the Buckley Amendment of the Family Educational Rights and Privacy Act of 1974. Each student may, at any time, exercise his or her rights to inspect and review any and all official records, files and data directly related to him or her by initiating a request in writing with the custodian of the records desired. Disclosure of a student's Social Security number is voluntary and not mandatory except in cases of employment dictated under Alabama Code [CAD147][CAD147]509 (116)509(128C). When provided, Social Security numbers will be used to facilitate identification, particularly in cases where marriages and same surnames are involved. Students are issued ASU identification numbers. Detailed information on university policy explaining access to and release of student records is included in the student handbook. An inventory of those records is maintained by ASU offices in Montgomery; their location and cognizant officer are available in the Office of Student Affairs, 108 McGehee Hall.

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by non-handicapped persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Personnel Office, Alabama State University, Montgomery, AL 36101-0271 (2015-2017 Undergraduate Catalog, page ii).

Standards for Admissions

General admissions policies are outlined in the relevant catalog by admission categories. Undergraduate standards and regulations are detailed for beginning freshmen, transfer

students, international students, special students, early admission and advanced placement students [2]. Graduate requirements are explained for masters, education specialist, and doctoral programs. Policies are uniformly applied for applicants in these categories, except where noted for specific or exceptional cases. Guidelines and criteria for admission to a specific college or program are included in the catalog section describing that college or program [3] [4] [5].

Undergraduate Admissions Categories

Alabama State University matriculates a student body of high ability and diversity that represents an international cross-section of people. The university’s admissions framework is based upon execution of policies and guidelines that are widely practiced in higher education and commonly so among peer institutions, for recruiting and enrolling students with profiles that reasonably fit the institution’s admissions criteria. ASU has had an average enrollment of more than 5,800 students over the past three (3) years from approximately forty (40) states and thirty-two (32) countries. The University offers fifty-nine (59) degree programs at the bachelor’s, master’s, education specialist, and doctoral level. Students interested in enrolling in the University as first-time freshmen student, transfer students, special students, or part-time students are enrolled based on the following criteria [2] <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>.

First-Time Freshmen

Alabama State University uses a sliding scale to consider first-time, full-time applicants for undergraduate admission. Generally, applicants with higher GPAs may be accepted with lower ACT/SAT scores, while applicants with lower GPAs may be accepted with higher ACT/SAT scores. The sliding scale applicant criteria are appropriate for identifying and matriculating students with a reasonable expectation of completion of and benefit from ASU’s programs toward fulfillment of its mission. To be considered for admission, applicants must earn a diploma from an accredited high school and meet the following criteria according to the sliding scale:

GPA	ACT	SAT
2.00—2.49	18 or higher	860-890
2.50—2.99	17	820-850
3.00—3.49	14	770-810
3.50 or higher	15	720-760

Transfer Students

The eligibility and acceptance of transfer applicants are determined through careful consideration of their previous academic record and proposed program of study at Alabama State University. Transfer applicants must be eligible for readmission to the institution last attended. They must have at least a “C” (2.0) cumulative grade point average and at least 15 semester hours of college-level credit in the combined work attempted at all other colleges attended to be admitted unconditionally. The high school grade point average will be used as the admission criterion for transfer students with less than 15 semester hours of college-level credit.

Special Students

Students who are regularly enrolled at another institution but who wish to take advantage of programs available at Alabama State University may seek admission as transient students. Such an applicant will not be required to submit a transcript of credits. Transient students are classified under the general category of “special students,” with temporary admission to the university.

Early Admissions

Students who have exceptionally high grades and ACT or SAT scores and who have strong endorsements from their high school and their parents may be considered for admission without completing their senior year of high school. Candidates for early admission must have completed their junior year of high school with a minimum grade point average equivalent to 3.5 (B) on a 4.0 scale. Candidates’ grade point averages will be evaluated from the following subject areas: social sciences, mathematics, English and natural science. Candidates are required to score a minimum of 24 on the ACT or 1090 (critical reading and math) on the SAT exams. Applications must be accompanied by an endorsement from the applicant’s parents and counselor or principal.

International Students (Undergraduate Students)

International Students seeking admission to any of the undergraduate degree programs at Alabama State University, must adhere to the following steps that are outlined in the 2015-2017 Undergraduate Catalog (pgs. 38-39) [2].

- Interested international students should complete an online Alabama State University Undergraduate Admission Application and submit a \$25.00 (U.S.) non-refundable application processing fee.
- Evaluation of official transcripts from all schools previously attended (high school and college) should be submitted to ASU.
- An official copy of the Test of English as a Foreign Language (TOEFL) results is required if native language is not English. A minimum acceptable score of 500-paper-based, 173-computer-based, or 61-Internet-based exam. Also, the English language requirement will be met upon completion of Level 112 at a Language Center.
- A Confidential Financial Statement, properly notarized, affirming the student's ability to fully meet the expected expenses of attending Alabama State University for the first year of study (U.S. dollars) is required. International students pay out-of-state tuition and are not eligible for undergraduate academic scholarships or financial aid.
- A Health Center Evaluation Form can be downloaded by visiting the ASU website: clicking on Administration, then Student Affairs, then Health Center, then Health Center Evaluation Form.

Graduate Admissions Categories

To be considered for graduate admission at Alabama State University for the master's program, applicants must hold a bachelor's degree or its equivalent from a regionally accredited college or university and have earned a minimum grade point average (GPA) of 2.5 (on a 4.0 scale).. The Master of Accountancy program requires a minimum GPA of 2.75 (undergraduate) and 3.0 (graduate) on a 4.0 scale. To pursue an Educational Specialist (Ed.S.) degree and Class AA certification, applicants are required to have a minimum GPA of 3.0 (on a 4.0 scale). Special Note: Class AA certification endorsement requires an appropriate Class A certification in approved areas and approval from the major department [3]. <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>. The ASU Graduate Admissions Guidelines and Information Sheet describe how the institution evaluates and admits students [5].

Special Admit Graduate Students

Non-degree seeking students who wish to take advantage of graduate course offerings without earning an advanced degree are required to submit a completed online application with \$25.00 non-refundable fee and an official transcript to be considered for admission. Candidates may take up to twelve semester hours, but no more than nine semester hours of approved course work taken in this category may be later applied to a degree program. Special non-degree students must satisfy all admission requirements before they can be reclassified to degree-seeking status. All non-degree students, including those pursuing certification or recertification, will be advised by the dean of The Murphy Graduate School according to the 2015-2016 Graduate Bulletin [31](http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx) <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>.

International Students

The 2015-2016 Graduate Bulletin states that an international graduate student must meet regular admission requirements, in addition to the following:

1. A satisfactory score on the Test of English as a Foreign Language (TOEFL), with a minimum acceptable score of 500 paper based, 173 computer based, or 61 Internet based examination. In addition, the English language requirement may be met upon completion of a Level 112 at a Language Center.
2. An official original copy of the student's college transcript in English is required.
3. A competitive score on the GRE or MAT.
4. An affidavit of financial support documenting that the student, parents or sponsoring agencies will provide funds for all expenses to attend Alabama State University.
5. Students whose native language is not English must enroll in and satisfactorily complete English 131 during the first term of enrollment (pg. 22).

Alabama State University publishes admissions policies that are consistent with its mission for undergraduate and graduate students. The policies pertain to all students interested in pursuing undergraduate and graduate studies at ASU regardless of delivery method (face-to face, distance education and hybrid courses or programs).

Supporting Documentation:

- [1] [ASU 2025 Excellence Innovation Opportunity: A Plan for Alabama State University's Continued Excellence, \(Mission Statement Excerpt, page, 3\)](#)
- [2] [2015-2017 Undergraduate Catalog](#)
- [3] [2015-2016 Graduate Bulletin of The Murphy Graduate School](#)
- [4] [Sample Doctoral Program Admissions Requirements and Checklists](#)
- [5] [ASU Graduate Admissions Guidelines and Information](#)

CS 3.4.11: Qualified Academic Program Coordinators

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) assigns responsibility for program coordination as well as curriculum development and review to persons academically qualified in each respective discipline. The University maintains academic integrity, quality and ensures that each program strategically meets program goals and student learning outcomes as referenced in CS 3.3.1.1 (institutional effectiveness). The institution awards degrees from its approved list of fifty-nine (59) undergraduate and graduate programs according to the Alabama Commission on Higher Education (ACHE) program inventory [\[1\]](#). The ASU undergraduate and graduate catalogs list and provide descriptions of all degree programs offered by major academic units [\[2\]](#) [\[3\]](#).

Distance Education

Distance education degree programs and courses taught at ASU are coordinated by persons academically qualified in each degree field. The University's process and procedures for curriculum development and review are stipulated by the institutional guidelines. Program coordinators for online programs must demonstrate technical skills required for course management, and completion of the university's online instruction training program [\[4\]](#).

Curriculum Development

The University entrusts curriculum development and review to persons academically qualified in the field. Program coordinators, department chairs, and faculty are charged with maintaining a curriculum that meets the needs of the students and reflects the best practices in the discipline and the larger marketplace. For this reason, these individuals are responsible for constantly adapting the curriculum to keep it relevant. With that aim, the ASU Curriculum Guide [\[5\]](#) provides the following procedures and processes (pgs. 33-34) for course and program development and/or curriculum changes:

- STEP 1: A course proposal is prepared and presented to the department for review typically by a faculty member designated as the initiator. The course proposal must be accompanied by the appropriate Change in Curriculum Form(s). The Change in Curriculum Forms(s) must include the rationale for the proposed course and the anticipated budgetary needs for the program (new faculty, library holdings, facilities, equipment, staff, other). The new course proposal must also be accompanied by the proposed syllabus, which outlines the course credit, student learning outcomes (SLOs), course objectives, grading system, and various institutional policies (e.g., course attendance, ADA, VA).
- STEP 2: The proposed course proposal is reviewed by the department, and if approved, forwarded to the collegiate curriculum committee(s).
- STEP 3: If approved, the dean of the college forwards the course proposal to various university curriculum committee(s) (the procedures will vary somewhat between colleges) for recommendations. If an undergraduate course, the course proposal is forwarded to the Undergraduate Curriculum Committee. If a graduate course, it is forwarded to the Curriculum Committee of the Graduate Council. If a distance education course, it is forwarded to the Distance Education Committee. If a core course, it is also forwarded to the Council of Deans and Directors for recommendations.
- STEP 4: Each of these bodies forwards recommendations to the provost/vice president for Academic Affairs. If disapproved, the course is returned to the initiator.
- STEP 5: The provost/vice president for Academic Affairs forwards undergraduate course proposals to the Faculty Senate, who reviews the proposal and returns a recommendation to the provost/vice president for Academic Affairs. If a graduate course, the provost/vice president for Academic Affairs conducts a review for approval.
- STEP 6: Upon approval, the course proposal is forwarded to the president for review and approval.
- STEP 7: Upon approval by the president, the provost/vice president for Academic Affairs forwards the course information to the Office of Records and Registration for entry into the undergraduate or graduate University catalogs and into the course program inventory database.

During the development of new programs, departmental faculty members are engaged early during the course review process. As such, qualified departmental faculty who contribute to the new program development and review within the institution's curriculum process are candidates for appointment to serve as program coordinators (based on academic qualifications, eligibility, faculty rank and other factors). It is common that new degree program ideas arise out of documented needs or opportunities, including faculty expertise, institutional infrastructure, and/or emerging workforce trends. As such, it is not unusual for the faculty member initiating the new program review also has the academic qualifications and eligibility for appointment as the program's coordinator. In addition, program coordinators as ranked and/or tenured departmental faculty participate in the annual unit faculty evaluation process through peer classroom evaluations. This process provides an informed and engaged assessment for program coordinators regarding the in-class status of courses, delivery, recency, technology needs, etc.

Coordination of Academic Programs

The coordination of degree programs at Alabama State University is a joint effort and its responsibility is assigned to academically qualified, full-time faculty members who hold degree credentials and/or other qualifications appropriate to the degree(s) and curriculums offered. These competent individuals assume responsibilities for the oversight of and over major and curricular programs and areas of concentrations in undergraduate and graduate degree programs. The designated faculty may carry the title of dean, department chair, or program coordinator.

The Provost and Vice President for Academic Affairs is the University's chief academic officer. College-level units at ASU are headed by deans or directors who primarily serve as administrative academic officers. At the college level, the dean is charged with the responsibility for leadership, administration and coordination of academic programs. Deans are assisted by department chairs whose primary responsibilities include recruitment of faculty, recommendations pertaining to faculty appointments, curriculum development, work assignments, fiscal operations for programs, and other routine departmental operations. For enhanced effectiveness, program coordinators are available to assist with program coordination curriculum development, scholarship, pedagogy, assessment and evaluation, and the general day-to-day of the program.

The ASU Faculty Handbook (pgs. 2.4-2.5) establishes the expectation that the department chair for each degree program has the special obligation of developing the program's scholarship and teaching capacity [6]. The information further states that chairs of departments have the exceptional size and scope of subject offerings and may be aided by members of the departmental faculty or designated program directors/coordinators. A program director or coordinator serves subordinate and advisory to the department chairs, facilitating the program's mission, goals and objectives. ASU program coordinators are academically qualified for program coordination and curriculum development and review. In addition, program coordinators are responsible for or assist with assessing student learning outcomes and planning for continuous improvement of degree programs.

Verification of Academically Qualified Program Coordinators

In compliance with Comprehensive Standard 3.7.1, Alabama State University employs a diverse faculty qualified to accomplish the mission and goals of the University. In determining acceptable qualifications, ASU utilizes guidelines specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [7]. The institution recognizes the "highest earned degree in a discipline, competence, effectiveness and capacity, including, as appropriate undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching and other contributions or achievements in effective teaching and student learning outcomes." ASU adheres to the SACSCOC guidelines for faculty credentials. ASU employs faculty to teach baccalaureate courses with an earned doctorate or master's degree in the teaching discipline or a master's degree with a concentration in the teaching field. Faculty teaching graduate and post-graduate courses must have earned doctorate/terminal degrees in the teaching discipline or a related discipline.

Table 1 identifies the program coordinators, credentials, and special qualifications for each major and curricular program of undergraduate and graduate degree programs of study. For degree programs in Secondary Education, a program coordinator is appointed based on faculty credentials (CS 3.7.1) to provide leadership for curriculum development in discipline specific areas (i.e., history, English, chemistry). Teaching Field Liaisons are also identified from disciplines to serve in conjunction with the program coordinator. The Secondary Education Teacher Education Program Coordinator Teaching Field Table provides documentation of this structure [8].

Comprehensive Standard 3.4.11 - Academic Program Coordinators

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
CLASS	Communications, BA <ul style="list-style-type: none"> • Communication Studies • Public Relations • Journalism • Recording Industry • Radio/Television • Recording Technology 	09.0101	Dr. Richard Emanuel	Ph. D. Philosophy 1989, Florida State University M.A. Speech Communication 1984, Auburn University B.S. Speech & Theater 1982, University of Montevallo	Communications
	BS	43.0104	Dr. Deliha Dotremon	Ph.D. , 2002, University of Florida , Sociology and specialization in Criminology Juris Doctor , Law, 1994, University of Florida M.A. , Criminology & Corrections, 1984, Sam Houston State University B.A. , Criminal Justice, 1981 Texas Woman's University	Criminal Justice
	BS		Mr. Larry Spencer	Juris Doctor , Law, 1992, Thomas Goode James School of Law M.S. , Justice & Public Safety, 2006, Auburn University B.S. , Criminal Justice, 1978, Kentucky State University	Criminal Justice

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BA	23.0101	Dr. Jacqueline Trimble	Ph.D. , English 2002, University of Alabama M.A. , English 1995, University of Alabama B.A. , English 1983, Huntingdon College	English
	BA	54.0101	Dr. Bertis English	Ph.D. , History, 2006, Auburn University M.A. , History, 1997, Jacksonville State University B.A. , English, 1997, Talladega College	History
	MA		Dr. Derryn Moten	Ph.D. , American Studies, 1997, University of Iowa M.A. , American Studies, 1995, University of Iowa M.S. , Library Science, 1984, University of Iowa B.A. , English, 1981, Howard University	History
	BA	45.1001	Dr. Sharon Herron-Williams	Ph.D. , Political Science, 1995, MS State University MPPA , 1991, Mississippi State University B.A. , History, 1990, Stillman College	Political Science
	BS	42.0101	Dr. Tina Vazin	Ph.D. , Psychology, 1994, Auburn University M.S. , Psychology, 1992, Auburn University B.S. , Psychology, 1986, Auburn University	Psychology

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BSW	44.0701	Dr. Herbert Burson	Ph.D. , Social Work 2001, University of Alabama M.S.W. , Social Work 1987, University of Alabama B.A. , Social Work 1979, Huntingdon College	Social Work
COBA	M.Acc.	52.0301	Dave Thompson	Ph.D. Business Administration, Accounting, Jackson State University, 2010 Master of Accountancy , Accounting, Samford University, 2003 Juris Doctor , Birmingham School of Law, 1991 MBA , Samford University, 1985 Bachelor of Science , Accounting, Birmingham Southern College, 1974	Accountancy
	BS		Dave Thompson	Ph.D. Business Administration, Accounting, Jackson State University, 2010 Master of Accountancy , Accounting, Samford University, 2003 Juris Doctor , Birmingham School of Law, 1991 MBA , Samford University, 1985 Bachelor of Science , Accounting, Birmingham Southern College, 1974	Accounting

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS	52.0201	Janel Bell-Haynes	Ed.D. , Educational Leadership Policy and Law, Alabama State University, December 2013 MBA , University of Akron, December 1991, Major: Marketing B.S. , Southern University, May 1989, Major: Marketing	Business Management & Administration (Management)
	BS	11.0401	Kamal Hingorani	Ph.D. Management Information Systems Auburn University, Alabama 1995 B.S. Civil Engineering Indian Institute of Technology, Kharagpur (India) 1979.	Computer Information Systems
	BS	52.0801	Dave Thompson	Ph.D. Business Administration, Accounting, Jackson State University, 2010 Master of Accountancy , Accounting, Samford University, 2003 Juris Doctor , Birmingham School of Law, 1991 MBA , Samford University, 1985 Bachelor of Science , Accounting, Birmingham Southern College, 1974	Finance

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS	52.1401	Janel Bell-Haynes	Ed.D. , Educational Leadership Policy and Law, Alabama State University, December 2013. MBA , University of Akron, December 1991, Major: Marketing B.S. , Southern University, May 1989 Major: Marketing	Marketing
COE	MS	11.1099	Kenley Obas	Ed.D. Educational Leadership, Policy and Technology Studies, May 2009, The University of Alabama M.Ed. , Learning, Media and Technology, February 2003, University of Mass. at Amherst, Concentration: Instructional Technologies B.S. , Natural Resources, May 1996, Major: Consumer Studies, University of Mass. at Amherst	Applied Technology
	M.S./M.Ed.	13.1101	LaWanda Edwards	Ph.D. Counselor Education 2009, Auburn University Ed.S. School Counseling 2004, Troy University at Phenix City M.Ed. Counselor Education 2002, Florida A&M University B.S. Finance 1999, Auburn University at Montgomery	Clinical Mental Health Counseling

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	EDS		LaWanda Edwards	Ph.D. Counselor Education 2009, Auburn University Ed.S. School Counseling 2004, Troy University at Phenix City M.Ed. Counselor Education 2002, Florida A&M University B.S. Finance 1999, Auburn University at Montgomery	Clinical Mental Health Counseling
	EDS	13.1210	Drusilla C. Caudle	Ph. D. , Curriculum and Instruction, Iowa State University M.A.T. , Reading and Language Arts, Oakland University, Rochester, Michigan M.S. , Early Childhood Education, Peabody College of Vanderbilt, University Nashville, Tennessee	Early Childhood Education
	BS		Drusilla C. Caudle	Ph. D. , Curriculum and Instruction, Iowa State University M.A.T. , Reading and Language Arts, Oakland University, Rochester, Michigan M.S. , Early Childhood Education, Peabody College of Vanderbilt, University Nashville, Tennessee	Early Childhood Education/Pre-Elementary Education

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	M.Ed.		Drusilla C. Caudle	Ph. D. , Curriculum and Instruction, Iowa State University M.A.T. , Reading and Language Arts, Oakland University, Rochester, Michigan M.S. , Early Childhood Education, Peabody College of Vanderbilt, University Nashville, Tennessee	Early Childhood Education/Pre-Elementary Education
	PhD	13.0401	Ronald Grace	Ph.D. Education Leadership Policy and Law 2009, University of Alabama, Montgomery, Alabama EDS Education Specialist Degree 2000, Alabama State University, Montgomery, Alabama MS , Education Administration 1997, Alabama State University, Montgomery, Alabama MS , Master of Education 1996, Alabama State University, Montgomery, Alabama MBA , Master of Business Education 1984, Webster University, St. Louis, Missouri BS , Business	Educational Leadership, Policy & Law

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Administration 1979, Alabama State University, Montgomery, Alabama AA , Associate of Arts 1977, Faulkner University, Montgomery, Alabama	
			Ronald Grace	Ph.D. Education Leadership Policy and Law 2009, University of Alabama, Montgomery, Alabama EDS Education Specialist Degree 2000, Alabama State University, Montgomery, Alabama MS , Education Administration 1997, Alabama State University, Montgomery, Alabama MS , Master of Education 1996, Alabama State University, Montgomery, Alabama MBA , Master of Business Education 1984, Webster University, St. Louis, Missouri BS , Business Administration 1979, Alabama State University, Montgomery, Alabama AA , Associate of Arts 1977, Faulkner University, Montgomery, Alabama	Educational Leadership, Policy & Law

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS	13.1202	Kathleen P. Tyler	Ed.D. Elementary Education/Early Childhood Education, Auburn University M.Ed. Early Childhood Education, Auburn University B.S. Social Welfare Minor: Elementary Education, Florida State University	Elementary Education
	M.Ed.		Kathleen P. Tyler	Ed.D. Elementary Education/Early Childhood Education, Auburn University M.Ed. Early Childhood Education, Auburn University B.S. Social Welfare Minor: Elementary Education, Florida State University	Elementary Education
	EDS		Kathleen P. Tyler	Ed.D. Elementary Education/Early Childhood Education, Auburn University M.Ed. Early Childhood Education, Auburn University B.S. Social Welfare Minor: Elementary Education, Florida State University	Elementary Education
	BS	13.1314	Charlie Gibbons	Ed.D. (Health Education), University of Alabama, 1994 M.Ed. , (Physical	Health Education

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Education), Georgia Southern College, 1975 B.S. (History and Political Science), Georgia Southern College, 1972	
	M.Ed.	13.0401	Ronald Grace	Ph.D. , Education Leadership Policy and Law, 2009 University of Alabama, Montgomery Alabama EDS Education Specialist Degree, 2000 Alabama State University, Montgomery Alabama MS Education Administration, 1997 Alabama State University, Montgomery Alabama MS Master of Education, 1996 Alabama State University, Montgomery Alabama MBA , Master of Business Education, 1984 Webster University, St. Louis, Missouri BS , Business Administration, 1979 Alabama State University, Montgomery, Alabama AA , Associate of Arts 1977, Faulkner University, Montgomery, Alabama	Instructional Leadership

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	EDS		Ronald Grace	<p>Ph.D., Education Leadership Policy and Law, 2009 University of Alabama, Montgomery Alabama</p> <p>EDS Education Specialist Degree, 2000 Alabama State University, Montgomery Alabama</p> <p>MS Education Administration, 1997 Alabama State University, Montgomery Alabama</p> <p>MS Master of Education, 1996 Alabama State University, Montgomery Alabama</p> <p>MBA, Master of Business Education, 1984 Webster University, St. Louis, Missouri</p> <p>BS, Business Administration, 1979 Alabama State University, Montgomery, Alabama</p> <p>AA, Associate of Arts 1977, Faulkner University, Montgomery, Alabama</p>	Instructional Leadership
	M.Ed.	13.0501	Naomi Caldwell	<p>Ph.D., 2002 School of Information Science, University of Pittsburgh</p> <p>MSLS, 1982 School of Library Science, Clarion, PA</p>	Library Educational Media

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				BS , 1980 Education, Clarion State College, Clarion, PA	
	EDS		Naomi Caldwell	Ph.D. , 2002 School of Information Science, University of Pittsburgh MSLS , 1982 School of Library Science, Clarion, PA BS , 1980 Education, Clarion State College, Clarion, PA	Library Educational Media
	M.Ed.	13.1206	Danjuma Saulawa (Reading Specialist), Michael Zelenak (Music Education), Doris Screws (Physical Education)	Danjuma Saulawa Ph.D. Language, Reading and Culture, University of Arizona, Tucson, AZ M.Ed. Reading and Language Arts, University of Arizona, Tucson, AZ B.A. Elementary Education, University of Arizona Tucson, AZ AA Social Sciences, Arizona Western College, Yuma, Arizona	P-12 Education: Reading Specialist
	BS	31.0301	Kathy Neely	Re.D. , Doctor of Recreation, Indiana University, Bloomington (Concentrations: Therapeutic Recreation and Public Administration), 1984 M.S. , Master of Science, Indiana University,	Parks and Recreation Management (Recreational Therapy)

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Bloomington (Therapeutic Recreation), 1980 B.S. , Bachelor of Science, Jackson State University, Jackson, MS. (Therapeutic Recreation), 1979	
	BS	13.1314	Connie Dacus	M.Ed. (Physical Education), Alabama State University, 2002 B.S. (Health and Physical Education-Minor Recreation), Alabama State University, 1975	Physical Education
	M.Ed.	13.1101	LaWanda Edwards	Ph.D. Counselor Education 2009, Auburn University Ed.S. School Counseling 2004, Troy University at Phenix City M.Ed. Counselor Education 2002, Florida A&M University B.S. Finance 1999, Auburn University at Montgomery	School Counseling
	EDS		LaWanda Edwards	Ph.D. Counselor Education 2009, Auburn University Ed.S. School Counseling 2004, Troy University at Phenix City M.Ed. Counselor Education 2002, Florida A&M University B.S. Finance 1999, Auburn University at Montgomery	School Counseling

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS	13.1205	Calvin McTier	Ph.D. , Mathematics 2007, Auburn University MS , Mathematics 1981 Alabama State University BS , Mathematics Education 1977 Alabama State University	Secondary Education
	M.Ed.		Calvin McTier	Ph.D. , Mathematics 2007, Auburn University MS , Mathematics 1981 Alabama State University BS , Mathematics Education 1977 Alabama State University	Secondary Education
			Calvin McTier	Ph.D. , Mathematics 2007, Auburn University MS , Mathematics 1981 Alabama State University BS , Mathematics Education 1977 Alabama State University	Secondary Education
	M.Ed.	13.1001	Joyce C. Johnson	EdD Special Education, 1995, University of Alabama Med Learning Disabilities 1990, Alabama State University Certification Early Childhood Edu 1987, Alabama State University BS Clothing and Related Arts 1976, Tuskegee University	Special Education (MR & LD)

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS		Joyce C. Johnson	EdD Special Education, 1995, University of Alabama Med Learning Disabilities 1990, Alabama State University Certification Early Childhood Education 1987, Alabama State University BS Clothing and Related Arts 1976, Tuskegee University	Special Education (MR)
	EDS	13.0401	Ronald Grace	Ph.D. , Education Leadership Policy and Law, 2009 University of Alabama, Montgomery Alabama EDS Education Specialist Degree, 2000 Alabama State University, Montgomery Alabama MS Education Administration, 1997 Alabama State University, Montgomery Alabama MS Master of Education, 1996 Alabama State University, Montgomery Alabama MBA , Master of Business Education, 1984 Webster University, St. Louis, Missouri BS , Business	Teacher Leader

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Administration, 1979 Alabama State University, Montgomery, Alabama AA , Associate of Arts 1977, Faulkner University, Montgomery, Alabama	
COHS		51.0706	Cheryl Plettenberg, EdD <ul style="list-style-type: none"> Registered Health Information Technologists (RHIT) #6473 Registered Health Information Management Association (RHIA) ICD-10 Trainer Fellow of the American Health Information Management Association 	EdD , Curriculum and Instruction, Wayne State University Certifications: MPAH , University of San Francisco BS , Health Care Administration, Colorado Women's College	Health Information Management
			J. Chad Duncan, PhD, CRC, CPO	Ph.D. , Rehabilitation Services, Auburn University MS , Rehabilitation Counseling, Auburn University BS , Rehabilitation Services, Auburn University Post Graduate Certificate , Orthotics, Northwestern University Post Graduate Certificate , Prosthetics, Northwestern University	Disability Studies, Policy and Service

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
COHS	Certificate		J. Chad Duncan, PhD, CRC, CPO	Ph.D. , Rehabilitation Services, Auburn University MS , Rehabilitation Counseling, Auburn University BS , Rehabilitation Services, Auburn University Post Graduate Certificate , Orthotics, Northwestern University Post Graduate Certificate , Prosthetics, Northwestern University	Graduate Certificate in Rehabilitation Counseling
	MSOT	51.2306	Chair: Susan Denham, EdD, OTR/L, CHT <ul style="list-style-type: none"> National Board Certification of Occupational Therapy Licensed Occupational Therapist, Alabama Program Director: Greshundria Raines, OTD, MPA, OTR/L, CAPS	<u>Denham:</u> EdD , Educational Leadership, Policy and Law, Alabama State University Certificate: MS , Human Resource Management, Troy State University-Montgomery BS , Occupational Therapy, University of Alabama-Birmingham <u>Raines:</u> Graduate Certificate in Rehabilitation Leadership and Management, Auburn University Post Professional Doctor of Occupational Therapy (OTD), Occupational	Occupational Therapy

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Therapy, Rocky Mountain University of Health Professions MPA , Public Administration, Auburn University-Montgomery BS , Occupational Therapy, Tuskegee University	
	DPT	51.2308	Bernadette Williams-York, PT, DSc	DSc , Geriatric Physical Therapy, Rocky Mountain University of Health Professions MS , Physical Therapy, The University of Alabama at Birmingham BA , Psychology, Tulane University	Physical Therapy
	MSPO	51.2307	J. Chad Duncan, PhD, CRC, CPO	Ph.D. , Rehabilitation Services, Auburn University MS , Rehabilitation Counseling, Auburn University BS , Rehabilitation Services, Auburn University Post Graduate Certificate , Orthotics Northwestern University Post Graduate Certificate , Prosthetics, Northwestern University Prosthetics Residency : Capitol Prosthetics & Orthotics/Nova Care/Hanger Prosthetics &	Prosthetics & Orthotics

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Orthotics, Raleigh, North Carolina Orthotic Residency: Nova Care/Hanger Prosthetics & Orthotics, Raleigh, North Carolina & Alabama Artificial Limb and Orthopedic Service, Inc., Montgomery, Alabama	
		51.2310	J. Chad Duncan, PhD, CRC, CPO	Ph.D. , Rehabilitation Services, Auburn University MS , Rehabilitation Counseling, Auburn University BS , Rehabilitation Services, Auburn University Post Graduate Certificate , Orthotics Northwestern University Post Graduate Certificate , Prosthetics, Northwestern University	Rehabilitation Counseling
	BS	51.2399	Joseph Pete, PhD, CAC	Ph.D. , Rehabilitation Psychology, University of Wisconsin-Madison MS , Rehabilitation Counseling, Southern University A&M College BS , Social Work, Southern University A&M College	Rehabilitation Services
CSMT	BS	26.0101	Dr. Audrey Napier-Matthew	Ph.D. , Molecular Genetics, 2001, The Ohio State University B.S. Biology, Alabama	Biology

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				State University, Montgomery, Alabama 1991-1999	
	MS		Dr. B. K. Robertson	Ph.D. in Environmental Microbiology, 1993 Cornell University, Ithaca, NY M.S. in Environmental Soil Science 1984, University of Liberia B.S. in Chemistry 1979-1982 University of Liberia	Biology
	BS	40.0501	Dr. Douglas Strout	Ph.D. , Chemistry, 1996, Rice University Ph.D. , Chemistry, 1991, Texas Christian University	Chemistry
	BS	11.0701	Dr. Iraj Danesh	Ph.D. in Physics (Scientific Computing – Computer Simulation and Modeling), Georgia Tech., 1979 Atlanta, Georgia M.S. in Mathematical Physics, Georgia Tech., Atlanta, Georgia, 1968-1970 B.S. in Physics, Tehran University, Tehran, 1960-1963	Computer Science
	BS	43.0111	Dr. Azriel Gorski	Ph.D. in Microbiology, 2004, The Hebrew University of Jerusalem M.S. in Biology, 1975, Bloomsburg State University B.S. in Chemistry	Forensic Biology

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
	BS	40.0510	Dr. Azriel Gorski	Education, 1968, Penn State University Ph.D. in Microbiology, 2004, The Hebrew University of Jerusalem M.S. in Biology, 1975, Bloomsburg State University B.S. in Chemistry Education, 1968, Penn State University	Forensic Chemistry
CSMT	MS	43.0106	Dr. Azriel Gorski	Ph.D. in Microbiology, 2004, The Hebrew University of Jerusalem M.S. in Biology, 1975, Bloomsburg State University B.S. in Chemistry Education, 1968, Penn State University	Forensic Science
CSMT	BS	26.1302	Dr. B. K. Robertson	Ph.D. in Environmental Microbiology, 1993 Cornell University, Ithaca, NY M.S. in Environmental Soil Science 1984, University of Liberia B.S. in Chemistry 1979-1982 University of Liberia	Marine Biology
CSMT	BS		Dr. Michelle Foster	Ph.D. in Mathematics, 2000 Auburn University M.S. in Applied Mathematics, 1997, Auburn, University B.S. in Mathematics, 1996,	Mathematics

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				Alabama State University	
CSMT	MS		Dr. Carl Pettis	Ph.D. in Discrete Mathematics, 2006, Auburn University M.S. in Mathematics 2003 Alabama State University B.S. in Mathematics, 2001 Alabama State University	Mathematics
CSMT	PhD	26.0502	Dr. B. K. Robertson	Ph.D. in Environmental Microbiology, 1993 Cornell University, Ithaca, NY M.S. in Environmental Soil Science 1984, University of Liberia B.S. in Chemistry 1979-1982 University of Liberia	Microbiology
CSMT	BS	40.0801	Dr. Oswald Tekyi-Mensah	Ph.D. in Experimental Nuclear Physics, 1995, Florida State University M.S. in Nuclear Physics 1994; Florida State University B.S. in Physics, 1988 Alabama State University	Physics
CVPA	BA	50.0701	Mr. Stephen C. Cappelli	M.F.A. Art 1979, University of South Carolina B.S. Business Administration 1975, Lander College	Art
CVPA	BFA	50.0301	Mr. Michael Medcalf	MFA in Dance, University of Iowa, 2011	Dance
CVPA	BA	50.0901	Dr. Carly Johnson	D.M.A. Music Performance, 2005, Ohio State University M.M. Music Performance,	Music

College	Program Degree and Concentration	Program CIP Code	Coordinator	Coordinator Qualifications (Degree)	Discipline (Major)
				2000, University of Florida B.M.E. Music Education, 1998, Youngstown State University	
CVPA	BA	50.0501	Dr. Wendy R. Coleman	Ph.D. in Theatre & Dramaturgy, 2001, Florida State University; B.A. in Theatre Arts, 1993, Alabama State University	Theatre Arts
CVPA/COE	BME	13.1312	Dr. Michael Zelenak	Ph.D. Music Education, 2011, University of South Florida M.A. Music Education, 2001, University of South Florida B.M. Music & Musicology, 1980, University of Michigan	Music Education

Abbreviation	College
COE	College of Education
COBA	College of Business Administration
COHS	College of Health Sciences
CLASS	College of Liberal Arts and Social Sciences
CSMT	College of Science, Mathematics and Technology
CVPA	College of Visual and Performing Arts

Supporting Documentation

- [1] [ASU Academic Program Inventory for Undergraduate and Graduate Level Degree Programs, Alabama Commission on Higher Education \(ACHE\)](#)
- [2] [2015-2017 Undergraduate Catalog](#)
- [3] [2015-2016 Graduate Bulletin](#)
- [4] [Screenshot, Faculty Online Instructional Certification Roster](#)
- [5] [Curriculum Guide 2015](#)
- [6] [ASU 2009 Faculty Handbook](#)
- [7] [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\) Faculty Credentials Guidelines](#)
- [8] [Secondary Education/Teacher Education Program Coordinator Teaching Field Liaisons Table](#)

CS 3.11.3: Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) operates and maintains seventy-six (76) permanent buildings containing over 16,683,480 gross square footage, covering over 172 acres in urban Montgomery, Alabama. These facilities appropriately serve the educational, recreational, social and support service needs and other mission-related activities at the University. ASU evaluates its physical resources through an on-going assessment process to determine programmatic and administrative needs using the master facilities plan and the facilities assessment plan. According to *ASUs Vision 2020: The Alabama State University Transformation Plan*, all major construction projects have been completed [11](#). The University has an approved off-campus site located in Brewton, Alabama, that totals 228 acres. The continued use of the facility is currently being reviewed by senior leadership.

Physical Facilities

Instructional, administrative and student support facilities are housed in twenty-five (25) buildings. These buildings contain approximately 170 classrooms, 20 computer labs, 5 tutoring/laboratories, and a library with over 146,000 square footage of space available for faculty and student use. ASU provides undergraduate students with living spaces to include dormitories and apartment style accommodations. There are a total of thirteen (13) facilities with a total of 2,261 student beds to accommodate 1,483 females and 942 males. As a global university, ASU provides living accommodations for international students to occupy coed apartments in Cynthia D. Alexander Hall to meet the lifestyle and culture of international students enrolled at the university

The Campus Master Plan

The 2008 campus master plan for ASU was designed to provide a vision for the campus and a design framework for incremental growth. The plan was developed by engaging internal and external stakeholders guided by the following seven goals: 1) supporting enrollment growth, 2)

improving the quality of students and residence life, 3) creating a pedestrian-oriented campus, 4) improving campus image and identity, 5) establishing a vision for the east campus, 6) accommodating plans for athletics and recreation, and 7) exploring partnerships. The execution of the campus master plan and request for resources to advance the physical facilities of ASU are monitored by the Alabama Commission on Higher Education annually [2](#) [6](#).

The master plan recognizes the unique history of the university as a historically black institution and acknowledges that the university would continue to serve a significant role in the City of Montgomery and the State of Alabama. The plan offers guidance on academic and student support space needs; parking requirements; current and future student housing needs; urban, architectural and landscape design; and land acquisition.

Routine, Preventive and Deferred Maintenance

Facilities Assessment Plan

In 2008, ASU procured the services of an engineering and architectural consulting firm, TCU Consulting, to assess the repair and deferred maintenance needs of the University [3](#). The deferred maintenance strategies for capital repairs are prioritized by short-term, month-to-month, and long-term repair. The three tier phase approach to deferred maintenance to address the University's physical repair and renovation needs utilizes the following established system of continuous planned deferred maintenance:

- **Phase I** is designed to assess all fixed, physical, university assets. All buildings on the campus of Alabama State University as well as all regional campuses. Phase I does not address the functional condition of a building or other physical asset. Each facility will be assessed with one of the following designations: Satisfactory, Minor Rehabilitation, Moderate Rehabilitation, or Major Rehabilitation. The information will be tracked with the assistance of the Information Technology via a dashboard.
- **Phase II** report examines in more depth the individual building systems in the University facilities, including roofs and cooling, heating, and safety systems. This phase seeks to consolidate existing efforts and strive to create a comprehensive database with detailed information on each building system. A comparison of facilities will enable the leadership

to prioritize needs and to measure reinvestment in facilities in order to prevent and/or control expansion of deferred maintenance.

- **Phase III** assesses the status of a given facility in terms of how well the facility fits the program or function contained therein. Deferred maintenance has been underfunded and in the past three years funds from general funds were identified as needed for projects. All deferred maintenance will be reassessed on a biennial basis beginning Fiscal year (FY) 2016. The university will use this data as a barometer to reduce the university's deferred maintenance liability.

Table 1 depicts a comprehensive overview of the physical condition of all buildings. The Facilities Assessment Plan lists the administrative and academic facilities to include the date of construction, year of renovations and the condition of all physical facilities. The plan provides the University with a scope for long-term retirement of deferred maintenance and capital repair.

Table 1: Facilities Assessment Plan

Academic Buildings	Construction Date	Renovation	Condition
Nat King Cole House	1912	2009	Satisfactory
Kilby Hall	1920		Moderate
Friendship Manor	1922		Major
Patterson Hall	1930		Moderate
Bibb Graves	1930	2008	Satisfactory
Hornet Stadium	1930		Major
ROTC Offices	1936 (relocated)		Major
Continuing Education	1936		Major
Faculty Offices II	1939		Major
Lockhart Gym & Swimming Pool	1936	Pool renovated 2009	Moderate
Beverly Hall	1939		Major
Ralph Abernathy House	1939	Renovated 2009	Satisfactory
Abercrombie Hall	1947	2009	Moderate
Alumni House	1955		Moderate
Fred Shuttlesworth Dining Hall	1956	2007	Satisfactory
Honor's House	1956		Moderate
Athletics Offices	1956		Moderate
W.H. Council Hall	1956		Moderate
Trio Program	1956		Major

Academic Buildings	Construction Date	Renovation	Condition
G. N. Card Hall	1962	2009	Satisfactory
Doctoral Programs (4 units)	1965		Minor
Simpson Hall	1966		Major
Cynthia Alexander Apts. (2 units)	1966	2012	Satisfactory
H.C. Council Trenholm	1967		Moderate
McGehee Hall	1968		Moderate
Girard Apts. (4 units)	1969		Moderate
President's Home	1970		Satisfactory
National Center for Civil Rights	1971	2000	Moderate
Early Childhood Center	1971		Moderate
University Police	1972		Satisfactory
Tullibody Music	1973		Moderate
Levi Watkins Learning Center	1973	2010	Satisfactory
Inventory Control	1978		Satisfactory
32 Commerce Street	1979	2012-2014	Satisfactory
Dwight's	1981		Satisfactory
Peyton Finley Apts. (4 units)	1982		Minor
McGinty Apts. (4 units)	1982		Moderate
Tullibody Fine Arts	1984		Moderate
Prosthetics and Orthodocs	1988	2013	Satisfactory
Bessie Estell	1990		Major
Martin Luther King	1990		Major
Grounds Division Office	1990		Satisfactory
Kilby Hall (Radio Tower)	1992		Satisfactory
Dunn-Oliver Acadome	1992		Major
C.J. Dunn Tower	1994		Moderate
Olean-Underwood Tennis Center	1994		Satisfactory
Old Medical Place	1997		Satisfactory
Buskey Allied Health	2000		Moderate
Robert C. Hatch Hall	2007		Satisfactory
Life Science	2008		Satisfactory
Ralph Abernathy Education	2009		Satisfactory
Facility A	2011		Satisfactory
Facility B	2011		Satisfactory
Houston Markham Football Complex	2011		Satisfactory
Wheeler-Watkins Baseball Complex	2012		Satisfactory
Football Stadium	2012		Satisfactory
Barbara Williams Softball Complex	2012		Satisfactory

Physical Facilities Maintenance and Support

The University's Physical Facilities support all areas of the institution. The University adheres to all local and state regulations related to accommodations and health and safety, including but not limited to the Americans with Disabilities Act (ADA), as well as applicable building and fire codes. Compliance related to each of the aforementioned fall within the purview of the Director of Disability Services or ADA Coordinator, the Director of the Physical Plant, and the Chief of Police/Public Safety, respectively.

The mission of the Physical Facilities is "to serve the ASU community by maintaining, operating, and repairing the physical structures and grounds of the campus in a safe, cost efficient, and customer centered manner that is consistent with the University's vision and mission."

Goals and Objectives of Physical Facilities

Three generalized goals that include objectives focus on the safety, maintenance, and customer service of the Physical Plant. They are

- Goal 1: To promote a safe environment in all residential and academic facilities :
 - Objective 1: To participate in the on-going development of the campus emergency response plan and all related exercises. Identify specific training designed to prepare the physical plant to respond to terrorist attacks and natural disasters.
 - Objective 2: To participate in internal collaborative safety assessments and inspections with student affairs/housing, auxiliary services, and public safety, and respond to needs, hazardous conditions, and potential compliance violations in a proactive and timely manner.
 - Objective 3: To collaborate with construction management firms and consulting entities in the design stage to identify and mitigate potential safety hazards prior to construction.

- Goal 2: To maintain attractive and comfortable living and learning environments on the ASU campus.
 - Objective 1: To maintain a sufficient supply of materials to better serve the University in a timely manner via stocked items and open purchase orders where appropriate.

- Objective 2: To develop and utilize an intermittent labor pool to reduce cost and provide adequate coverage for special events and off peak hours.
- Goal 3: To develop a strong pillar of customer service.
 - Objective 1: To improve the rapport between instructional and non-instructional staff customers.
 - Objective 2: To continue to respond to emergency requests in a timely manner
 - Objective 3: To implement a prioritization protocol that expedites completion of work orders based upon labor intensity and availability of resources.
 - Objective 4: To establish protocol requiring follow up with customers upon completion of work within 30 minutes via email, phone call or ticket management through the service desk function.

Operations and Maintenance System

ASU utilizes the Computerized Maintenance Management System (CMMS) by TMA Systems, Inc. CMMS is a web-based system that is used to initiate maintenance requests, generate reports on work assignments, track cost and schedule preventive maintenance and renovation work.

The CMMS is maintained and operated by the work control specialist who is an employee for the physical plant. This employee, under general supervision, collects information on required preventive maintenance tasks and on requests for repairs and uses this information to determine what work priorities shall be established and what personnel shall be assigned to these tasks.

The data collected using the CMMS system during fiscal year(s) 2012, 2013 and 2014 have provided staff with means of measuring the effectiveness and efficiency of addressing physical maintenance issues as work orders. The physical plant leadership monitors this system in order to illustrate the strengths and weaknesses of completing work orders for maintaining facilities at ASU. For example in 2012, the driver(s) and mechanic(s) have a 100% work order completion rate for FY2012. Next plumber(s), groundskeeper(s), locksmith(s) and electricians have over a 97% rate of completing work orders, carrying over less than 3% of work orders for these particular skilled crafts during this same time period. The carpenter(s), painter(s), and HVAC skill craft staff has a 95% and higher rate of completing work orders allowing for approximately

5% of the orders to be carried over from FY 2012 to the next fiscal year. Lastly, the custodial staff has over an 88% work order completion rate leaving only 12% of work orders to be carried over to the fiscal year 2012. Table 1 reflects work orders for FY 2012.

Table 1 - Fiscal Year 2012			
SkilledCraft	WORK ORDERS RECEIVED	PERCENT COMPLETED	PERCENT OPEN
Driver	43	100%	0%
Mechanic	185	100%	0%
Plumber	1122	98%	1%
Groundskeeper	59	98%	2%
Locksmith	759	98%	2%
Electrician	873	97%	0%
Carpenter	1162	96%	4%
Painter	205	96%	4%
HVAC	880	95%	5%
Custodial	113	88%	12%

With respect to the FY 2013, the skilled craft groups comprised of groundskeeper(s), mechanic(s), locksmith(s), plumber(s), painter(s) and driver(s) had a completion rate of 98% or higher. This efficiency resulted in only 2% of work orders being carried over to the FY 2014. The electrician(s), carpenter(s), HVAC(s) and custodial(s) skill group had a completion rate of 92% or higher with 8% or less of the work orders continuing into the FY 2014. Table 2 reflects work orders for FY 2013.

Table 2 - Fiscal Year 2013			
SkilledCraft	WORK ORDERS RECEIVED	PERCENT COMPLETED	PERCENT OPEN
Groundskeeper	67	100%	0%
Mechanic	216	100%	0%
Locksmith	790	99%	1%
Plumber	1129	99%	1%
Painter	193	98%	2%
Driver	44	98%	2%
Electrician	930	95%	5%
Carpenter	1168	94%	6%
HVAC	853	92%	8%
Custodial	73	92%	8%

During the FY 2014 the CMMS system was used by physical plant staff to gather data that physical plant leadership was able to demonstrate that over 97% of the submitted work orders were completed by skilled craftsmen designated as mechanic(s), locksmith(s), painter(s), groundskeeper(s) or driver(s) and less than 2% of work orders were carried over to FY 2015. In addition electrician(s) and plumber(s) completed over 95% of work orders submitted with only 5% being carried over to FY 2015. However, the skilled group consisting of carpenter(s) and HVAC(s) completed 85% of work orders submitted and 15% were carried over to FY 2015. Finally the custodial(s) skilled group completed 67% of work orders submitted with 33% or the work orders continuing into FY 2015. Table 3 reflects work orders for FY 2014.

Table 3 - Fiscal Year 2014			
SkilledCraft	WORK ORDERS RECEIVED	PERCENT COMPLETED	PERCENT OPEN
Mechanic	257	100%	0%
Locksmith	712	99%	1%
Painter	187	98%	2%
Groundskeeper	81	98%	2%
Driver	32	97%	3%
Electrician	961	95%	5%
Plumber	1135	95%	5%
Carpenter	1135	85%	15%
HVAC	848	85%	15%
Custodial	220	67%	33%

Most recently during the FY 2015 CMMS was utilized by physical plant staff to gather data in an effort to monitor efficient completion of work orders at ASU. The skilled craftsmen consisting of groundskeeper(s), locksmith(s) and electrician(s) completed over 90% of the work orders submitted with only 10% carrying over to FY 2016. Over 80% of work orders submitted for skilled craftsmen staff consisting of plumber(s), mechanic(s), driver(s), painter(s) and HVACS(s) were completed with under 20% being carried over to FY 2016. Table 4 reflects work orders for FY 2015.

	Table 4 - Fiscal Year 2015		
SkilledCraft	WORK ORDERS RECEIVED	PERCENT COMPLETED	PERCENT OPEN
Groundskeeper	66	98%	2%
Locksmith	506	94%	6%
Electrician	815	90%	10%
Plumber	1096	88%	12%
Mechanic	213	88%	12%
Driver	31	87%	13%
Painter	101	85%	15%
HVAC	774	82%	18%
Custodial	248	61%	39%
Carpenter	876	33%	67%

During varying times the utilization of outside vendors to assist with completing work orders were required. According to data acquired from the CMMS system, 48% of the orders were completed the same day, 2% were completed within two days and 51% took more than two days. In the FY 2013, 605 work orders required an outside vendor or contractor, 67% were completed in the same day, 3% were completed within two days and 30% were completed in more than two days.

According to CMMS data collected by physical plant staff during FY 2014, outside vendors were utilized for 678 work orders. 50% were completed the same day, 7% were completed within two days and 43% were completed in more than two days. Lastly during the FY 2015 422 work orders necessitated outside vendors or contractors. CMMS data collected indicated that 62% of the work orders were completed during the same day, 9% were completed within two days and 29% were completed in more than two days. Table 5 reflects work orders completed by outside vendors or contractors during FY 2012 through FY 2015.

Fiscal Year	Number	Same Day	Within 2 days	More than 2 days	Total
2012	621	48%	2%	51%	101%
2013	605	67%	3%	30%	100%
2014	678	50%	7%	43%	100%
2015	422	62%	9%	29%	100%

Student Profile and Physical Facilities to Support Instruction and Student Support Programs, Activities and Services

ASU operates and maintains physical facilities that appropriately serve the needs of the institution’s educational programs, student support services, housing, and other mission-related activities to support its undergraduate and graduate students [4]. The following section demonstrates the University’s ability to accommodate the needs of its students. The student profile provides a candid view of its population, followed by information pertaining to the physical facilities utilized by students, faculty, staff and administrators at ASU.

Student Profile

Alabama State University boasts of an average enrollment of more than 5,800 students (for Fall 2012, Fall 2013 and Fall 2014) from approximately 40 states and 32 countries over the past three years. As of Fall 2015, of the total 5,383 undergraduate and graduate students, 1,670 (31%) were are non-Alabama residents and 5,135 (95.4%) were minorities, with a student-faculty ratio of 15:1. The university had a total of 4,377 full-time undergraduate students and 291 full-time graduate students. Part-time enrollment for undergraduate students was 387 and 328 part-time graduate students. ASU offers 59 degree programs at the bachelor’s, master’s, education specialist, and doctoral degrees.

Instructional Facilities

ASU has a total of twenty-five (25) instructional facilities spread throughout campus. Table 2 provides an overview of the facilities utilized for classroom instruction. Our facilities include technological features such as smart boards, WIFI access and other hardware that supports educational excellence for the current generation. Students, faculty and staff have access to elevators and accommodations are arranged for those with special needs as students self-identify with the Office of Student Affairs.

College	Educational Program & General Education	Degree	CIP Code	College of Business Administration	Abernathy	Abernathy Annex	Lockhart Hall	Pool	Tennis Court	Track	1600 Forrest	LWLC	Paterson Hall	Council Hall	McGehee Hall	G.W. Trenholm	Life Sciences	H.C. Trenholm	Hatch Hall	Tullibody-FA	Tullibody-	Buskey	
COBA	Computer Information Systems	B.S.	11.0401	x																			
	Business Management & Administration (Management)	B.S.	52.0201	x																			
	Accounting	B.S.	52.0301	x																			
	Finance	B.S.	52.0801	x																			
	Marketing	B.S.	52.1401	x																			
	Accountancy	M.Acc.	52.0301	x																			
COE	Special Education	B.S.	13.1001		x																		
	Elementary Education	B.S.	13.1202		x																		
	Secondary Education	B.S.	13.1205		x																		
	Early Childhood Education	B.S.	13.1210		x																		
	Health Education	B.S.	13.1314		x																		
	Physical Education	B.S.	13.1314		x		x	x	x	x													
	Parks & Recreation (Recreational Therapy)	B.S.	31.0301		x																		
	Applied Technology	M.S.	11.1099		x																		
	Instructional Leadership	M.Ed.	13.0401		x																		
	Library Educational Media	M.Ed.	13.0501		x																		
	Special Education (MR & LD)	M.Ed.	13.1001		x																		
	Secondary Education	M.Ed.	13.1205		x																		
	Early Childhood Education	M.Ed.	13.1210		x																		
	Elementary Education	M.Ed.	13.1202		x																		
	School Counseling	M.Ed.	13.1101		x	x																	
	Clinical Mental Health	M.S./M. Ed.	13.1101		x																		
	P-12 Education (Reading Specialist, Music Education and Physical Education)	M.Ed.	13.1206		x																		
	Instructional Leadership	Ed.S.	13.0401		x																		
	Teacher Leader	Ed.S.	13.0401		X																		
	Library Educational Media	Ed.S.	13.0501		x																		
	School Counseling	Ed.S.	13.1101		x																		

College	Educational Program & General Education	Degree	CIP Code	College of Business Administration	Abernathy	Abernathy Annex	Lockhart Hall	Pool	Tennis Court	Track	1600 Forrest	LWLC	Paterson Hall	Council Hall	McGehee Hall	G.W. Trenholm	Life Sciences	H.C. Trenholm	Hatch Hall	Tullibody-FA	Tullibody-	Buskey	
	Education:	Ed.S.	13.0101		x																		
	Clinical Mental Health Counseling	Ed.S.	13.1101		x																		
	Secondary Education	Ed.S.	13.1205		x																		
	Elementary Education	Ed.S.	13.1202		x																		
	Early Childhood Education	Ed.S.	13.1210		x																		
	Educational Leadership Policy & Law	Ed.D.	13.0401		x																		
	Educational Leadership Policy & Law	Ph.D.	13.0401		x																		
COHS	Health Information Management	B.S.	51.0706																				x
	Rehabilitation Services	B.S.	51.2399																				x
	Occupational Therapy	M.S.O.T	51.2306																				x
	Prosthetics & Orthotics	M.S.P.O	51.2307								x	x	x	x	x	x	x	x	x	x	x	x	x
	Rehabilitation Counseling	M.R.C.	51.2310																				x
	Physical Therapy	D.P.T.	51.2308																				x
	Certificate in Rehabilitation Counseling	Certificate																					x
	Disability Studies, Policy and Service	Certificate																					x
	Maternal & Child Health	Certificate																					x
CLASS	Communications	B.A.	09.0101	x		x						x	x	x	x								
	English	B.A.	23.0101		x	x							x		x	x							
	Political Science	B.A.	45.1001		x	x							x	x	x	x							
	History	B.A.	54.0101		x	x							x	x	x	x							
	Criminal Justice	B.S.	43.0104										x			x							
	Psychology	B.S.	42.0101		x	x																	
	Social Work	B.S.W.	44.0701										x			x							

College	Educational Program & General Education	Degree	CIP Code	College of Business Administration	Abernathy	Abernathy Annex	Lockhart Hall	Pool	Tennis Court	Track	1600 Forrest	LWLC	Paterson Hall	Council Hall	McGehee Hall	G.W. Trenholm	Life Sciences	H.C. Trenholm	Hatch Hall	Tullibody-FA	Tullibody-	Buskey	
	History	M.A.	54.0101													x							
CSMT	Computer Science	B.S.	11.0701	x														x					
	Biology	B.S.	26.0101															x					
	Marine Biology	B.S.	26.1302														x						
	Mathematics	B.S.	27.0101														x						
	Chemistry	B.S.	40.0501																x				
	Forensic Chemistry	B.S.	40.0510																x				
	Physics	B.S.	40.0801															x					
	Forensic Biology	B.S.	43.0111																x				
	Mathematics	M.S.	27.0101															x					
	Forensic Science	M.S.	43.0106																x				
	Biology	M.S.	26.0101														x						
	Microbiology	Ph.D.	26.0502														x						
COVPA	Theatre Arts	B.A.	50.0501																x				
	Art	B.A.	50.0701																	x			
	Music	B.A.	50.0901																			x	
	Dance	B.F.A.	50.0301																	x			
	Music Education	B.M.E.	13.1312																			x	
UUC	General Education													x	x	x	x	x	x	x	x	x	

Library and Student Support Facilities

The Levi Watkins Learning Center (LWLC) comprises 147,814 square feet of space and offers an array of resources for undergraduate and graduate students. LWLC fosters learning, teaching, research, cultural enrichment, and provides interactive environments for the ASU community. The Center is a dynamic physical and virtual learning place that offers resources, cultural experiences, and diverse emerging technologies to advance critical thinking and scholarship.

John Garrick Hardy Student Services Center serves as a one stop shop for students with approximately 76,800 square feet of space. This facility houses major offices that are frequented by students, such as the Campus Bookstore, Disability Services, Counseling, Academic Advising, Student Accounts, Financial Aid, Veterans and Military Affairs, Admissions, Registrar, Diversity and International Affairs, the Post Office, Copy Center, restaurants, Student Government Association, Student Life, an auditorium, a student ballroom, and several recreational areas for students to study, relax and socialize with peers. The Health Services Center, the Office of the Vice President for Student Affairs, Trio and Upward Bound program are housed in other facilities on the campus.

Technological Infrastructure

Academic Services provides the secure E-learning infrastructure, tools, training, and support that enables ASU to thrive, succeed, and excel as described in the OTS handout [5]. The University utilizes Blackboard (Bb) Learning Management System (LMS) to provide distance and blended education as well as offering online masters degrees for Elementary and Early Childhood Education through collaboration with Colloquy. Academic Services provides an intensive six week faculty workshop – (four weeks on the mechanics of using Blackboard and two weeks on the method and practice of teaching using technology).

The University provides faculty and students access to state of the art technology in select classrooms across campus. Technology Services works collaboratively with Facilities Management to identify and outfit the classrooms with the latest technology available – tailored to meet the needs of each unique space. Classroom and lab spaces are equipped with Smartboards and “smart” technology such as projectors, flat screen monitors for projection, speakers and podiums. The enhancement of the campus wide WiFi allows for greater

interaction between instructor and student. More than 75% of the faculty uses BlackBoard for daily instruction and 20% use BlackBoard Collaborate for online teaching.

Housing and Residential Life Physical Facilities

ASU has thirteen (13) residential life facilities to accommodate traditional and non-traditional students. An apartment style, as well as suite style living arrangements, is available for all students choosing to reside on campus. Table 3 represents the physical facilities, year built, square footage for each building and descriptions.

Table 3. Housing and Residential Life Physical Facilities

Building	Year Built	Total Sq. Ft.	Description
Bibb Graves	1930	38,580	Female suite style
Abercrombie	1947	38,580	Male suite style
G.N Card Hall	1962	35,577	Male suite style
Simpson Hall	1966	36,102	Male suite style
Cynthia Alexander Apartments	1966	6,605	Coed apartment style
Girard Apartments (4 units)	1969	20,604	Coed apartment style
Bessie Estelle	1990	64,513	Female suite style
Martin Luther King	1990	64,513	Male suite style
C.J. Dunn Tower	1994	113,651	Female suite style
Facility A	2011	78,740	Coed suite style
Facility B	2011	78,740	Coed suite style
Peyton Finley	1983	15,488	Suite style apartment
McGinty	1983	15,488	Suite style apartment

Assessment and Evaluation of Physical Facilities

ASU's physical facilities department is committed to assessing and evaluating its academic, student support and residential facilities on a continual basis. Utilizing an open forum, student-facilitated town hall meetings are held each semester with university officials to discuss topics ranging from tuition to student activities. Students are encouraged to ask questions, as well as remark and opine regarding university facilities. In addition to student facilitated town halls, Physical Plant employees collaborate with residential life staff on a regular basis. Maintenance and safety concerns are addressed appropriately on a regular basis to ensure a quality and hazard free environment.

ASU appropriately operates and maintains its physical facilities that are conducive for meeting the educational, student support services and other appropriate facilities in order to achieve the mission of the University. The facilities utilized are adequate for students residing on campus, for those students enrolled in programs offered fully online, and for the scope of all its programs and services.

Supporting Documentation:

- [1] [ASU Vision 2020: The Alabama State University Transformation Plan](#)
- [2] [2013-2014 and 2014-2015 Facilities Master Plan and Capital Project \(Capital Requirements Summary and Needs Assessment Forms Submitted to the Alabama Commission on Higher Education\)](#)
- [3] [Deferred Maintenance Report](#)
- [4] [ASU Campus Map of Physical Facilities and Parking](#)
- [5] [OTS Handout of Functions and Services](#)
- [6] [ASU Campus Master Plan \(2008\)](#)

FR 4.1 Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating student achievement.

Judgment: X Compliance Non-Compliance

Narrative:

In compliance with SACSCOC Federal Requirement (FR) 4.1 Student Achievement, Alabama State University (ASU) measures four (4) goals for student achievement as a definition of successful outcomes toward fulfillment of its mission:

GOAL 1: Demonstrate Student Achievement Across All Levels of Academic Instruction

GOAL 2: Demonstrate Student Achievement through Successfully Passing Professional Certification/ Licensure Examinations

GOAL 3: Demonstrate Student Achievement through Graduation from Academic Programs

GOAL 4: Demonstrate Student Achievement through Job Placement/Post-Graduate/Professional Study After Program Completion

Assessment of Student Achievement through the Institutional Effectiveness System

ASU utilizes a framework of institutional goals, objectives, and assessments to align multiple activities and outcomes in pursuit of its mission as articulated across the institution's expiring *Vision 2020 Transformation Plan* (2010 - 2015) [1], the new *ASU 2025: Excellence. Innovation. Opportunity. Strategic Plan* (2015 – 2025) [2], and the new division of Academic Affairs *Strategic Roadmap, 2015 – 2025* [3]. The four (4) institutional student achievement goals are aligned with divisional supporting sub-goals embedded within the *Academic Affairs Strategic Roadmap 2025* strategic plan [3]. Effective 2016, outcomes for the four (4) institutional student achievement goals are monitored and assessed through the institutional effectiveness system in alignment with the divisional and unit sub-goals and supporting objectives. This is a solid approach to using the institutional effectiveness system to align and focus multi-level unit assessment processes (institutional → divisional → unit), monitor and assess outcomes, report institutional student achievement outcomes to the public, and use findings for continuous improvement [4] [5] (note CS 3.3.1.1).

Analysis and Reporting of Five-year Student Achievement Outcomes

Institutional data on ASU's 4 student achievement goals over the fall 2010 – spring 2014 period were evaluated for the fifth-year review. Some data covered the spring 2015 term as available. The entire fifth-year review period is thus defined as 2010 – 2015. Baseline 6-year graduation data extend from 2003 – 2007 as reported in the institution's 2010 decennial reaffirmation compliance certification report. Student achievement data from the 2006 – 2009 period were reported during the institution's last decennial reaffirmation (2010), and thus constitute the baseline 2006 – 2009 period for the current 2010 – 2015 fifth-year interim review period. This baseline to current timeframe establishes a continuum of the institutional compliance status among these 4 institutional student achievement indicators from the last full 10-year compliance certification affirmation (December 2010) to the present. All changes in student achievement quantitative outcomes between the baseline period and current 5-year data period are reported as relative percent change¹⁵:

Relative percent change formula:

$$\frac{x_2 - x_1}{x_1} = \frac{\Delta x}{x_1} \times 100$$

Whereas x_1 = baseline period average rates and x_2 = current period 5-year average rates, and $x_2 - x_1 = \Delta x$, the difference in rates between the baseline to current period.

The 2006 – 2009 baseline period outcomes were one measure used to establish the thresholds for institutional student achievement for the current 2010 – 2015 fifth-year review period. Important forward ways in which the institution has used 5-year findings from the current 2010 – 2015 period for continuous improvement have been 1) to further strengthen the institutional student achievement monitoring and assessment process for 2016 forward [4], and 2) to establish the next baseline thresholds for the four (4) institutional-level student achievement goals for the next 5-year period toward the institution's coming 2020 decennial reaffirmation review [6]. The institution's student achievement goals and current outcomes are published on the ASU website <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/index.aspx>.

¹⁵ A percentage change is a way to express a change in a variable. It represents the relative change between the old value and the new one.

Institutional student achievement outcomes have been used to establish alignments within institutional, divisional and unit strategic planning, as well as to inform external publics about the institution's success in achieving targeted learning and development outcomes as measures of student achievement at ASU. Much of the data used to evaluate student achievement in the context of the institution's four (4) student achievement goals are available through internal institutional offices, and publicly available through the *Factbook* and other publications produced through the Alabama State University Office of Institutional Research (OIR) <http://www.alasu.edu/about-asu/institutional-planning-and-effectiveness/office-institutional-research/index.aspx> and through external sources, including the Alabama Commission on Higher Education (ACHE), U.S. Department of Education NCES/IPEDS, U.S. Department of Education *College Scorecard*, and public information from other agencies.

The institution's 4 student achievement goals, baseline and current measurements, thresholds and benchmarks for achievement, analysis of outcomes, use of results, and relationship of the student achievement goals to the institutional mission are further discussed in the narrative that follows.

GOAL 1: Students will Demonstrate Achievement Across All Levels of Academic Instruction

Metric: Course completion rates.

At ASU, course completion rates are regarded as essential performance standards. With respect to successful student achievement, the institution monitors course completion rates across all levels of instruction, from developmental to doctoral instructional levels.

Institutional Student Achievement Goal 1.

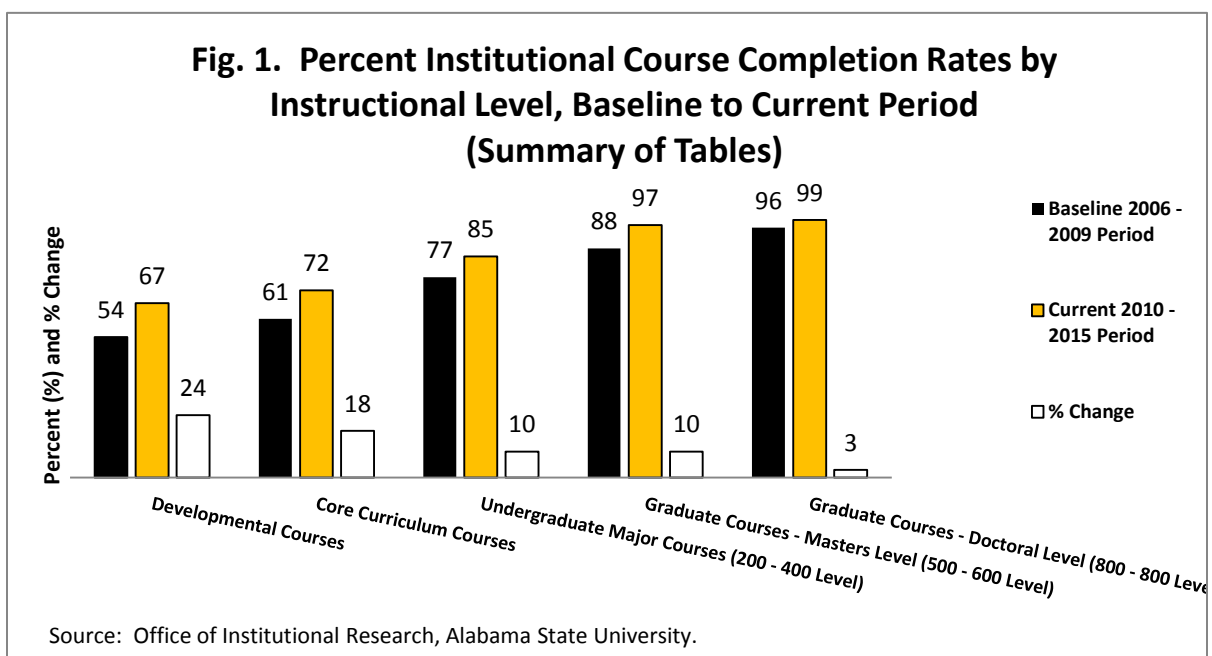
Institutional Student Achievement Goal	Institutional Strategic Goal	Academic Affairs Strategic Goal(s) and Objective(s)	Fifth-year Metric(s) For Success
GOAL 1. Demonstrate Student Achievement Across All Levels of Academic Instruction	<p>Goal 1. Holistic Student Engagement. To employ a holistic student engagement model of focused processes, programs and services that help students achieve success at every point along the college trajectory, from recruitment to graduation to career advancement to alumni involvement.</p> <ul style="list-style-type: none"> ○ Sub-goal 1 (Federal Requirement). Demonstrate student achievement across all levels of academic instruction. 	<p>Goal 2. To enhance student engagement and student success.</p> <ul style="list-style-type: none"> • Objective 2. To increase avg. holistic student achievement as measured through SACSCOC FR 4.1 – (Student Achievement) by avg. 10%. <ul style="list-style-type: none"> ○ Course completion rates – 10% increase. 	<p>Course completion rates across all levels of academic instruction.</p> <p>Fifth-year Institutional Baseline (2006 – 2009): 75.2%.</p>

A. Institutional Course Completion Data. The institutional course completion rate is defined as the portion of students who successfully complete a course by receiving a passing/satisfactory grade (A, B, C, or P) out of the total students enrolled in the course¹⁶. Comprehensive course completion rates data were evaluated for all course levels of instruction offered at Alabama State University during the baseline 2006 – 2009 and the current fall 2010 – spring 2015 periods. Institutional course completion data have been aggregated and also disaggregated by levels of instruction: 1) developmental courses, 2) core curriculum courses, 3) undergraduate major degree program courses, 4) graduate (masters) courses and 5) graduate (doctoral) courses. Because of the large sample size of courses evaluated from developmental to doctoral level courses each term for five years, course completion rates are presented here as the mean percent (%) of successful course completion at each instructional level for all academic terms assessed within the baseline and current periods of this 5-year interim compliance review.

B. Evaluation of Institutional Course Completion Rates. Findings from 5-year fall 2010 – spring 2015 course completion data show increases across all instructional levels

¹⁶ Grades for AU (Audit), W (withdrawal in good standing), IP (In Progress), and X (Non-Attendance) are not included in the successful course completion formula.

(developmental, core curriculum, undergraduate major, graduate – master’s and graduate – doctoral) in comparison with 2006 – 2009 baseline course completion data reported in 2010. Figure 1 below shows the institutional course completion rate averages for the current fall 2010 – spring 2015 review period in comparison with 2006 – 2009 baseline course completion rates as reported in during the last decennial institutional reaffirmation review in 2010 (for tabular and disaggregated data, see [7]). The aggregate institutional course completion rates outcomes for institutional student achievement goal #1 are also listed on the ASU website <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/goal-1/index.aspx>



The baseline 2006 – 2009 institutional course completion rate average across all levels was 75.2%; the comparative average for the current 2010 – 2015 period is 84%. This finding demonstrates a relative increase of 11.7% in institutional course completion rates, and as a measure of student achievement, surpasses the minimum 10% increase threshold established for achievement of institutional course completion rates over the 2010 – 2015 review periods. These data have also been used in part to frame the division of Academic Affairs institutional effectiveness system in alignment with the divisional *Strategic Roadmap 2025* strategic plan [3] [4] [5]. Refer to FR 4.1 Student Achievement Composite Data Inventory for details [7].

Additional analysis considered course completion rate gaps as students transitioned through increasing instructional levels as shown in Table 1.

Table 1. Comparative Course Completion Rates by Successive Curriculum Levels, Spring 2005 – Summer 2007 vs. Fall 2010 – Spring 2015						
Baseline: Spring 2005 – Summer 2007 Period			Current: Fall 2010 – Spring 2015 Period			% Decrease in Gaps in Course Completion Rates Across the Curriculum Levels Between the 2005 – 2007 and 2010 – 2015 Periods
Developmental Completion Rate	Core Completion Rate	% Gap in Successful Course Completion	Developmental Completion Rate	Core Completion Rate	% Gap in Successful Course Completion	
54%	61%	13%	67%	72%	8%	38% decrease in gap
Core Curriculum Completion Rate	UG Major Completion Rate		Core Completion Rate	UG Major Completion Rate	% Gap in Successful Course Completion	
61%	77%	26%	72%	85%	18%	31% decrease in gap
UG Major Completion Rate	Graduate (Masters) Completion Rate		UG Major Completion Rate	Graduate (Masters) Completion Rate	% Gap in Successful Course Completion	
77%	88%	14%	85%	97%	14%	0% decrease in gap
Graduate (Masters) Completion Rate	Graduate (Doctoral) Completion Rate		Graduate (Masters) Completion Rate	Graduate (Doctoral) Completion Rate	% Gap in Successful Course Completion	
88%	96%	9%	97%	99%	2%	78% decrease in gap
<small> Excerpts from 2005 – 2007 and 2010 – 2015 tabular data. Percent change is defined to be the ratio of the change in value to the initial value $\frac{x_2 - x_1}{x_1} \times 100 = \frac{\Delta x}{x}$ whereas $x_1 = 2006 - 2009$ pass rates and $x_2 = 2010 - 2014$ pass rates Source: Office of Institutional Research, Alabama State University. </small>						

As shown in Table 1, during the baseline 2006 - 2009 period, the largest course completion rate transitional gap was observed between the levels of the core curriculum and major degree program courses success rates (course completion rates at the core curriculum instructional level were 26% lower than rates at the higher level major degree program instructional level). This analysis, in concert with other institutional data, revealed an important issue in the formative course competence development pipeline, and was ultimately used to help frame the foundation of the 2010 Alabama State University Quality Enhancement Plan (QEP), which focuses upon transforming the first year experience and includes continued analysis of course completion rates in QEP-designated courses [81](#).

Five-year review of course completion rate gaps over the current 2010 – 2015 period has subsequently shown that the transitional gap has been reduced across all undergraduate degree levels when compared to the baseline rates reported in 2010 (for example, a 26% gap in 2010 vs. 18% gap in 2015 indicates a 31% relative decrease in the course completion gap as students transition from core curriculum to major degree program levels of study since 2010). Other encouraging findings from the 2010 - 2015 five-year analysis include increasing course completion rates at the developmental level, with the largest transitional course completion rate gap reduction observed since 2010 (by 38%), an indication of students transitioning more successfully from developmental to core curriculum courses.

Course completion rates outcomes from this 2010 – 2015 fifth-year interim compliance review have also been used to drive divisional evaluation within the institutional effectiveness system and evaluation of the fifth-year impact of the Quality Enhancement Plan (see QEP Impact Report for full discussion). Outcomes from the current 2010 – 2015 evaluation period become the baseline for 2016 - 2017 Academic Affairs divisional and unit assessment planning [\[4\]](#), including reporting offices across the division [\[5\]](#). By re-setting and continuing the institutional student achievement baseline for assessment of each of the institutional student achievement goals, the institution continues to monitor and assess the continuum of institutional student achievement outcomes. Cycling these continuous outcomes assessments annually through the institutional effectiveness system will also keep the assessment processes moving decisively toward the compliance review checkpoint – the impending decennial reaffirmation of accreditation review in 2020. Over time, this information source can become extensive, and can enhance the institution’s ability to conduct deeper and/or longitudinal analyses regarding its student achievement outcomes and their impact upon advancing the institutional mission. Evaluation of the impact of the institution’s QEP upon reading/writing, quantitative and information literacy rates, and in part through evaluation of QEP-designated course completion rates, has led to the development of the *Supplemental Preparation for Enhanced Educational Development (SPEED) Program*, a new university initiative based on a modified supplemental instruction (SI) approach aimed at helping to improve performance and proficiency outcomes among students enrolled in developmental instruction, improve retention profiles among students enrolled in developmental instruction, and enhancing SI capacity among faculty engaged in developmental instruction [\[9\]](#).

C. Fulfilment of Institutional Mission through Evaluation of Student Course Completion

Data. One of the means by which the university fulfils its mission core of teaching, research and service is through *fostering professional competence* through successful degree program matriculation as a measure of student achievement. Professional competence development among matriculating students can be evaluated formatively by assessing the progression of course level completion rates across the degree level pipeline. The institution's mission recently evolved in 2015 from the previous 2009 mission; however, fostering professional competence was preserved in the new mission statement as an aim among ASU's graduates [1] [2]. Increasing holistic achievement, including achievement at all academic levels (course completion rates), is also envisioned through the new division of Academic Affairs *Strategic Roadmap, 2015 – 2025* [10] and assessed through the division of Academic Affairs' unit assessment plan [4].

GOAL 2: Students will Demonstrate Achievement by Successfully Passing Professional Certification/ Licensure Examinations

Metric: Licensure/certification exam pass rates.

Professional licensure and state certification examination pass rates are considered an indication of pre-professional proficiency and employment readiness.

Institutional Student Achievement Goal 2.

Institutional Student Achievement Goal	Institutional Strategic Goal	Academic Affairs Strategic Goal(s) and Objective(s)	Fifth-year Metric(s) For Success
GOAL 2. Demonstrate Student Achievement through Successfully Passing Professional Certification/ Licensure Examinations	<p>Goal 1. Holistic Student Engagement. To employ a holistic student engagement model of focused processes, programs and services that help students achieve success at every point along the college trajectory, from recruitment to graduation to career advancement to alumni involvement.</p> <ul style="list-style-type: none"> ○ Sub-goal 2 (Federal Requirement). Demonstrate student achievement through professional certification/ licensure. 	<p>Goal 2. To enhance student engagement and student success.</p> <ul style="list-style-type: none"> ● Objective 2. To increase avg. holistic student achievement as measured through SACSCOC FR 4.1 – (Student Achievement) by avg. 10%. <ul style="list-style-type: none"> ○ Licensure/certification exam pass rate – 10% increase. 	<p>Professional licensure and certification examination pass rates.</p> <p>Fifth-year Institutional Baseline (2006 – 2009): 82.6%.</p>

A. Institutional Licensure and Certification Examination Pass Rates Data. The institution monitors professional licensure and state teacher certification examination pass rates among program completers with respect to successful student achievement, and has reported licensure exam data for 17¹⁷ degree programs. Licensure and certification examination pass rates from the 2006 – 2009 period, and from the 2010 – 2015 fifth-year review period, are presented here as the mean percent of programs that met the licensure and certification examination criteria specified by the respective specialized accrediting agencies during the baseline and current periods of examination, respectively.

B. Evaluation of State Licensure and Certification Pass Rates

As shown in Figure 2 below, of the total 17 reporting degree programs examined, 9 (53%) have demonstrated increases in licensure pass rates over the last 5 years. Eight (8) of those programs reached 100% pass rates.

¹⁷ Programs implemented after 2010 (RCOU, RSVC, PO, ILP) not included. Programs without students who sat for licensure exams (BSW, ECHBS, EGSBS, REAS, ECE) not included.

Among students sitting for the Praxis II teacher education certification exam, increased pass rates were demonstrated in 10 out of 13 teacher education degree programs (76.9%). Two (2) of the teacher education programs' Praxis II pass rates were already at 100% during the baseline period and remained at 100% in the current period; 1 program's exam pass rates did not increase.

Fifteen (15) of the total 17 programs report licensure exam pass rates to accreditation bodies as specific student achievement outcomes. During the baseline 2006 – 2009 period, 11 of those 15 programs (73.3%) met or surpassed the minimum standards set forth by the respective accrediting bodies [physical therapy (CAPTE); teacher education (NCATE/CAEP); occupational therapy (ACOTE)]. During the current fifth-year review period, 14 of the 15 programs met or surpassed agency licensure exam accreditation requirements (93.3%), demonstrating a 27.2% relative increase over the past 5 years. Licensure or certification exam pass rates among 4 of the total 17 degree programs decreased over the current fifth-year review period; of those, 1 program did not meet licensure or certification exams pass rates thresholds. In response, unit leaders for these programs are expected to address monitoring and action plans for increasing exam pass rate outcomes within the institutional effectiveness system, and targeting the 2016 – 2017 assessment period. The licensure and certification exam pass rates outcomes for institutional student achievement goal #2 are listed on the ASU website <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/goal-2/index.aspx>.

Comparing overall institutional average licensure and certification exam pass rates between the baseline 2006 – 2009 period (82.6%) and the current 2010 – 2014 review period (90.0%) has shown that a relative increase of 10.2% has been attained over the 5-year period, meeting the 10% minimum increase threshold projected for the fifth-year review period.

These results have been used in part to insert assessment of institutional licensure and certification examination pass rates into a dedicated assessment unit (Office of Academic Affairs) within the institutional effectiveness system to provide an ongoing, systematic monitoring and evaluation approach toward continuous improvement. These results have also been used to establish the Academic Affairs *Strategic Roadmap, 2015 – 2025*

institutional student achievement goals thresholds for 2016 and beyond (10%) [10]; also see student achievement goal #2 table above). Taken together, monitoring of licensure and certification exam pass rates can now be periodically conducted at both the unit and divisional levels to best assure formative progress toward meeting ASU's overarching institutional goals for student achievement. Licensure and certification exam rates outcomes are also used internally to develop strategies for improvement where needed, and externally to program accreditation agencies and the public regarding the status of the institution's compliance with specific requirements and standards.

C. Fulfilment of Institutional Mission through Fostering Professional Competence and Evaluation of Licensure and Certification Examination Pass Rates. One of the means by which the university fulfils its mission core of teaching, research and service is through *fostering professional competence* as a measure of student achievement. Professional competence development among matriculating students can be assessed summatively by pre-graduation performance on specific licensure and state teacher certification examinations near the completion of degree program study and preparation for next professional steps (workforce, graduation/professional education). As the institution's mission recently evolved in 2015 from the previous 2009 mission, fostering professional competence was preserved in the new mission statement as an aim among ASU's graduates [1] [2]. Fostering professional competence is also assessed through the new Division of Academic Affairs *Strategic Roadmap, 2015 – 2025* [10].

As articulated in the former *Vision 2020 Transformation Plan* [1], new *ASU 2025: Excellence. Innovation. Opportunity.* institutional strategic plan [2] as well as Goal 2: objective 2 of the *Academic Affairs Strategic Roadmap 2025* [10], the institution seeks to strategically maintain existing accreditations. A common accreditation requirement among various licensure and certification programs is to maintain specific exam pass rate thresholds. All of ASU's licensure and certification programs are fully accredited [11].

GOAL 3: Students will Demonstrate Achievement through Graduation from Academic Programs

Metric: Graduation rates (6-year).

Successful completion of programs of study leading to degree certification is the most direct measure of the institution meeting its instructional goals.

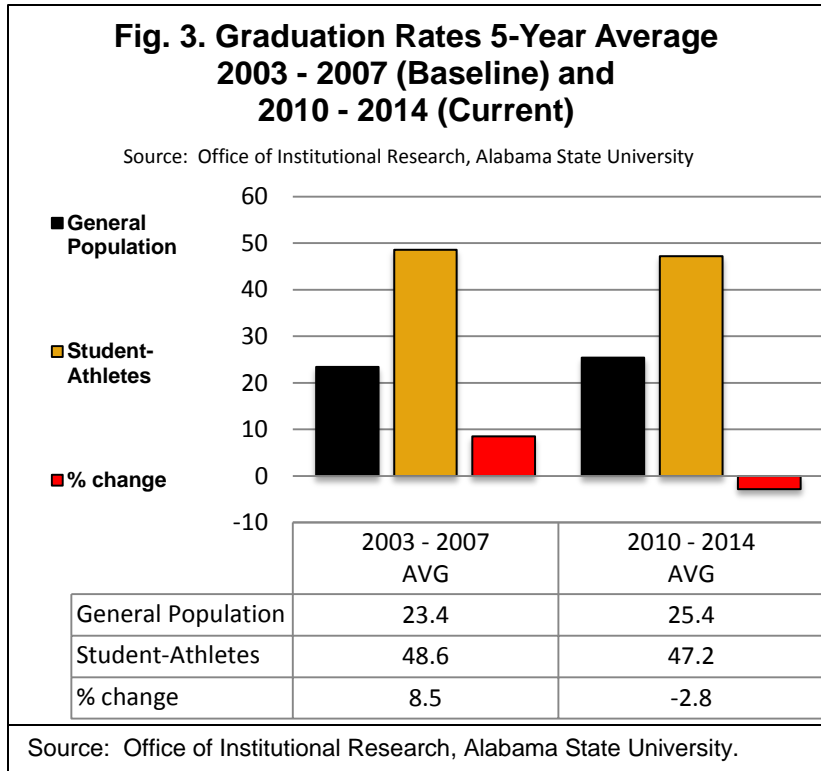
Institutional Student Achievement Goal 3.

Institutional Student Achievement Goal	Institutional Strategic Goal	Academic Affairs Strategic Goal(s) and Objective(s)	Fifth-year Metric(s) For Success
GOAL 3. Demonstrate Student Achievement through Graduation from Academic Programs	Goal 1. Holistic Student Engagement. To employ a holistic student engagement model of focused processes, programs and services that help students achieve success at every point along the college trajectory, from recruitment to graduation to career advancement to alumni involvement.	Goal 2. To enhance student engagement and student success. <ul style="list-style-type: none"> • Objective 2. To increase holistic student achievement as measured through SACSCOC FR 4.1 – (Student Achievement) by avg. 10%. <ul style="list-style-type: none"> ○ Graduation rates – 10% increase. 	Institutional graduation rates Fifth-year Institutional Baseline ((2003 – 2007): 23.4%.
	<ul style="list-style-type: none"> ○ Sub-goal 3 (Federal Requirement). Demonstrate student achievement through graduation. 	Goal 4. To develop and implement successful strategies for enhancing student retention and success.	Institutional graduation rates Fifth-year Institutional Baseline ((2003 – 2007): 23.4%.

A. Graduation Rates Data. Graduation rates are reported annually. The Office of Institutional Research compiles cohort and degree-awarding data based on the institutional official data and report the graduation rate in spring semesters. Cohort data contain all first-time, full-time degree/certificate-seeking undergraduate students; the number of these students who completed their program is determined by the completion data. Students of every cohort are tracked every year (Fall semesters) on three types of status-"Graduated", 'Still Enrolled", "Not Enrolled". Based on this, a yearly cohort retention rate and graduation rate are generated.

B. Evaluation of Graduation Rates Data. As shown in Figure 3, during the 2006 - 2009 baseline period and as reported in the institution's 2010 reaffirmation Compliance Certification Report, the 6-yr graduation rate average among first- time full time cohorts was

23.4% for all students, with the ASU student-athlete population at a 6-yr graduation rate average from the same cohort of 48.6%. For the current 2010 – 2015 fifth-year review period, the graduation rates (6yr) five-year average is reported at 25.4% for all students, and 47.2% for the ASU student-athlete population. These data show that the institutional graduation rate five-year average



increased by 8.5% among general population students. Although student-athlete graduation rates tend to outpace the general student population, a slight drop of 2.8% occurred among the student-athlete population during the 2010 – 2014 period. Graduation rates data for institutional student achievement goal #3 can also be viewed at <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/goal-3/index.aspx>.

The institution uses graduation rates data to better understand underlying factors that threaten ASU students’ successful matriculation and retention toward degree completion. Moving forward, to improve graduation rates toward the projected 10% increase, additional action plans are underway to assist continuing students persist toward graduation: 1) Registration outreach for continuing students. In December 2015, the institution implemented a campaign to engage in early registration communication with continuing students to help them pre-emptively reduce any outstanding administrative matters that could jeopardize their eligibility to register for the subsequent term. Letters of notice were mailed to 1,300 students in December 2015 regarding their registration readiness for the spring 2016 term. Similarly, for the coming fall 2016 term, 1,100 students have been identified with various holds that could jeopardize their eligibility to register for the coming fall 2016 (e.g., Haven law requirement; financial holds; graduate requirements, academic

major, medical requirements). A standing advisory committee has been established consisting of leadership from the Office of Academic Affairs, Office of Retention, Office of Student Affairs, Student Success Center, Student Accounts, Financial Aid and Records and Registration. This body has further refined the initial process for the coming fall 2016 registration cycle by dispatching electronic notification and communications to students with holds, and production of registration resources, including an instructional “how-to” Youtube video on the holds resolution process that notified students will access through HornetsWeb, the institution’s digital password-protected authentication service [12] [13]. Future uses of early data collected through this new process will help to better define students’ holds profiles toward assisting in their successful registration for continuous academic terms for retention and satisfactory academic progress (SAP) purposes. 2) General Assistance Program (GAP) funding. The institution has a general assistance program (GAP) fund whereby eligible students with financial balances can receive a one-time allocation of up to \$1,500 to assist with tuition expenses. Between FY 2014 and FY 2015, the institution increased its disbursement of GAP funds to eligible students in need by 38.7%¹⁸. 3) ASU Trust for Educational Excellence scholarships. Trust for Educational Excellence Scholarships are available for currently enrolled students, incoming freshman, and college transfers. Between FY 2015 and FY 2016, the institution increased its disbursement of Trust scholarships to eligible students by 18%¹⁸.

C. Fulfilment of Institutional Mission through Offering Baccalaureate through Doctoral Degrees and Evaluation of Select Student Achievement Data. One of the means by which the university fulfils its mission core of teaching, research and service is through *conferring baccalaureate through doctoral degrees* as a measure of student achievement [1] [2].

GOAL 4: Students will Demonstrate Achievement upon Program Completion through Job Placement in the Field/Discipline

Metric: Job placement rates.

The ultimate measure of the institution fulfilling its student achievement goals is the entry of its graduates into the labor workforce. In the current and coming workforce, particularly so in STEM

¹⁸ Source: Office of Business and Finance, Alabama State University.

discipline workforce development, the institution advances its mission as measured secondarily by advanced post-graduate and professional education preparation among its graduates.

Institutional Student Achievement Goal 4.

Institutional Student Achievement Goal	Institutional Strategic Goal	Academic Affairs Strategic Goal(s) and Objective(s)	Fifth-year Metric(s) For Success
GOAL 4. Demonstrate Student Achievement upon Program Completion through Job Placement in the Field/Discipline	Goal 1. Holistic Student Engagement. To employ a holistic student engagement model of focused processes, programs and services that help students achieve success at every point along the college trajectory, from recruitment to graduation to career advancement to alumni involvement. <ul style="list-style-type: none"> ○ Sub-goal 4 (Federal Requirement) - Demonstrate student achievement through job placement. 	Goal 2. To enhance student engagement and student success. <ul style="list-style-type: none"> • Objective 2. To increase holistic student achievement as measured through SACSCOC FR 4.1 – (Student Achievement) by avg. 10%. <ul style="list-style-type: none"> ○ Job placement rates – 10% increase. 	Institutional job placement and/or graduate/professional school entry rates. Fifth-year Institutional Baseline (2010 – 2014): 51%.

A. Job Placement Processes and Data Collection. Alabama State University provides opportunities for its students to prepare for success in a globally competitive workforce throughout their matriculation. The Office of Career Services sponsors various workshops, seminars, career fairs, resume writing, professional networking and mentoring experiences, as well as co-op/internship and fellowship placement. Alabama State University defines placement as full-time/part-time employment within a student’s field of study, and/or or transition into higher education study (graduate and professional) after degree completion at ASU. Complete job placement and graduate school admission data collected over the Fall 2010 through Spring 2014 timeframe make up the current 2010 – 2015 fifth-year review period; those data were collected through a voluntary graduation survey among ASU graduates over the fifth-year review period. The results are presented in Table 2 for review. Job placement data from 2006 – 2009 and as reported in the institution’s last decennial reaffirmation of accreditation review (2010).

B. Evaluation of Job Placement Rates Data.

Table 2 shows a comparison of job placement rates based on voluntary survey responses between the baseline 2006 – 2009 and current 2010 – 2015 fifth-year review periods.

Job Placement Rates, 2006 – 2009 (Baseline) and 2010 – 2015 (Current)				
Academic Year	Total Surveyed	Response Rate	Job Placement¹	Graduate School Enrollment¹
2005-06	851	15% (128)	84%	19%
2006-07	656	17% (111)	80%	22%
2007-08	460	75% (345)	46% (Spring reporting only) ²	-
2008-09	736	20% (147)	-	-
Avg Through 2010 (Baseline)	2703	29%	82%	20%
2010 -11	893	96% (859)	54% (460)	39% (332)
2013 - 14	236	100% (236)	47% (110)	39% (92)
Avg Through 2014	1129	98%	51%	39%

Source: Office of Career Services, 2005 and 2010.
¹Some survey respondents indicated both job placement and graduate school enrollment.
²Job placement data for 2007-08 (46%) excluded from avg since data were only available for one commencement term (spring).

The data in Table 2 indicate that while the survey response rates after graduation were 3 times higher during the current 2010 – 2015 review period than the previous baseline 2006 – 2009 period (98% vs. 29% avg. response rate, respectively), the job placement rates average was lower during the current period than the previous baseline period (82% vs. 51%, respectively), a relative difference of

38%. Based on overall job placement data for the current fifth-year review period, the job placement rate average among ASU Hornets following graduation was 51% for the 2010 – 2015 interim compliance review period. Job placement rates outcomes for institutional goal #4 can also be reviewed at <http://www.alasu.edu/about-asu/accreditation/student-achievement-goals/goal-4/index.aspx>.

There are two factors that may have had an impact upon the observed findings from the voluntary survey: 1) the method of survey completion (return mail vs. during the graduation exit process) may have had an impact upon the survey response rate during the baseline period and 2) because the data were collected from a voluntary survey, the limited responses provided during the baseline 2006 – 2009 period could have been skewed toward students who had successfully attained (and more readily reported) job placement.

It is noted that the reported graduate school enrollment average among responding graduates nearly doubled during the current 2010 – 2015 period (39%) relative to the previous baseline 2006 – 2009 period (20%). The underlying factors of this increase in graduate school enrollment are less clear; external factors such as lean national job markets and the usual concomitant increase in college enrollment may be one such contributing factor.

To increase the response rate forward, the Office of Career Services is working with the Office of Institutional Research to modify a different exit instrument, one that is required within the exit/clearance process, but does not currently capture job placement and post-graduate/professional school admission data. In the interim, for the coming spring 2016 commencement and end of term, the Office of Career Services has incentivized completion of the current voluntary exit survey by 1) making it accessible online and 2) attaching a raffle/drawing with completion of the survey by a deadline mid-term [14](#). With the launch of first the incentivized, followed by required, graduation exit surveys, the Office of Career Services will be able to collect more reliable job placement data necessary to evaluate the impact of its services to graduating Hornets through the institutional effectiveness system for the 2016 – 2017 academic year (see full description of services and functions on the Office of Career Services website, and in the institutional response, Core Requirement 2.10 Student Services).

The institution has used preliminary job placement and post-graduate/professional education preparation data from the current 2010 – 2015 fifth-year review period to assess institutional student achievement as measured by job placement and post-graduate and professional education entry outcomes among ASU graduates. The fifth-year interim review period has also emphasized fundamental needs for implementing measures to capture higher fidelity exit information about graduating Hornets' post-graduate employment and advanced graduate and professional education profiles. Improved measures will support and steer the Office of Career Services' assessment planning system in this direction in 2016 and beyond, and provide a mechanism to monitor and measure outcomes within the institutional effectiveness system. Evaluation of the 2010 – 2015 fifth-year review data has also shone light on the opportunity to enhance monitoring and assessment of institutional advanced post-graduate and professional education preparation profiles among ASU graduates as an additional measure of student achievement.

C. Fulfilment of Institutional Mission through Evaluation of Job Placement and Other Post-Graduate Data.

One of the means by which the university fulfils its mission core of teaching, research and service is through *conferring baccalaureate through doctoral degrees* as a measure of student achievement. Penultimate aspirations of the institution's mission are to confer degrees among graduates, and as an important but less direct measure, to prepare graduates for advanced post-graduate and professional education preparation. The ultimate outcome of fulfilling the ASU education mission rests with the *entry of educated professionals into the workforce as contributors of societal advancement*. Institutional commitment to ensure effective institutional career development structure is evident as specific career development objectives as originally articulated in the *Vision 2020 Transformation Plan* [1], have been preserved in the recently implemented institutional mission, *ASU 2025: Excellence. Innovation. Opportunity. Strategic Plan, 2015 – 2025* [2]; will be assessed in part through the Academic Affairs divisional and unit goals and objectives outcomes analyses, as well as aligned inter-divisional assessments within the institutional effectiveness system [4].

Benchmarking Study for ASU's Four Institutional Student Achievement Goals

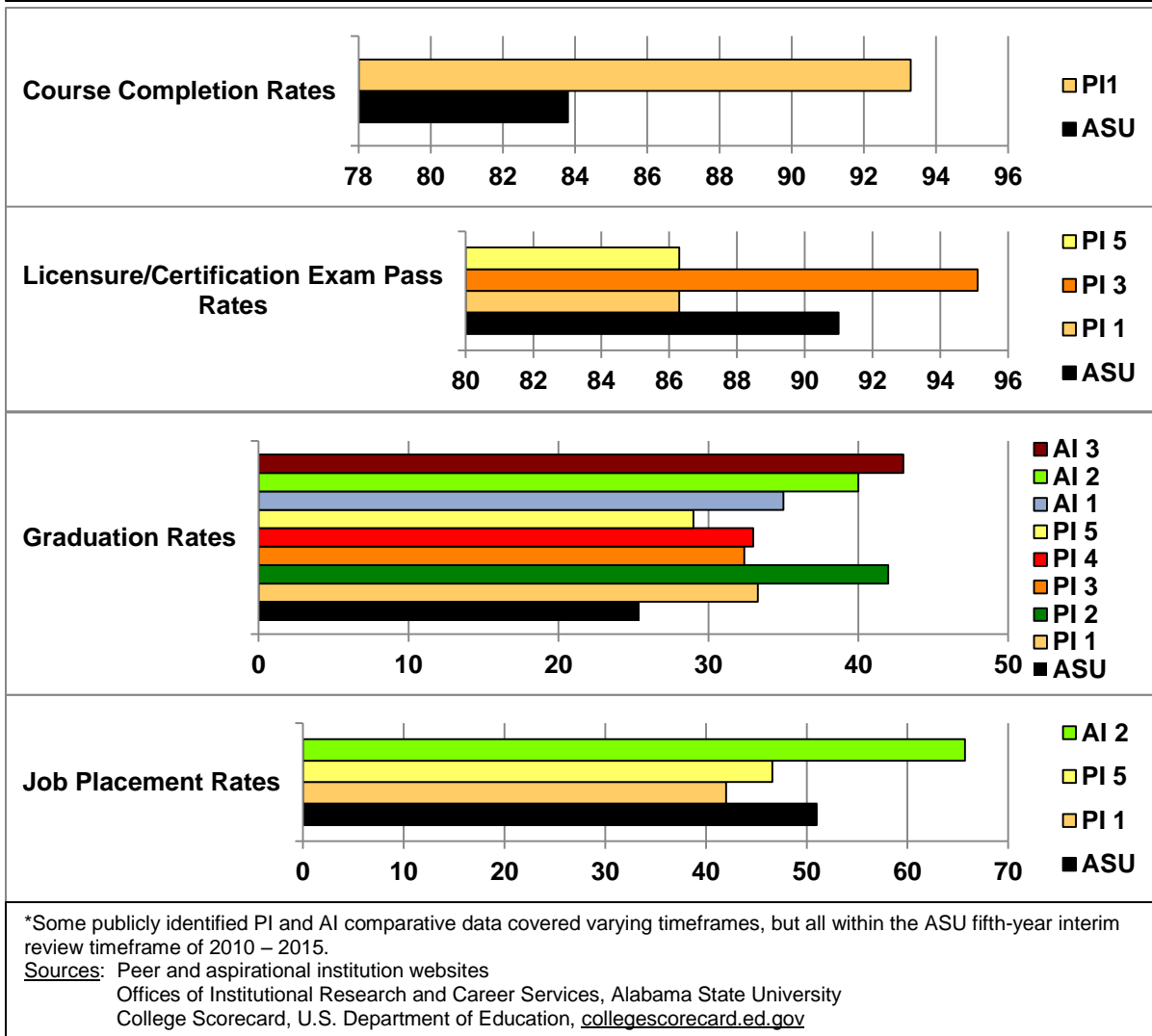
Course completion, licensure and certification examination, graduation and job placement data were examined across several institutions categorized as 1) peer institutions (PI) and 2) aspirational institutions (AI). Categories were defined by existing comparable (PI) or desired/envisioned (AI) institutional attributes. Comparisons were based on available peer and aspirational institution public data for the fifth-year review 2010 – 2015 review period. The comparable factors sampled among the benchmarked institutions, used in part to document successful student achievement in relation to ASU's 4 student achievement goals and institutional mission, are outlined in Table 3 below.

Table 3. Comparable Factors Among Peer and Aspirational Institutions Used in Part to Demonstrate Student Achievement at Alabama State University

Peer Institutions (PI)			Aspirational Institutions (AI)		
Institution Number	Institution	Comparative Attributes	Institution Number	Institution	Aspirational Attributes
PI 1	Alabama A&M University	<ul style="list-style-type: none"> · Mission · Annual Cost · Degree Programming · In-state enrollment competitor 	AI 1	University of South Alabama	<ul style="list-style-type: none"> · Professional School Programming · Salary After Attending – \$38,300 · Enrollment – 11,048
PI 2	Jackson State University	<ul style="list-style-type: none"> · Mission · Annual Cost · Degree Programming 	AI 2	University of Alabama at Huntsville	<ul style="list-style-type: none"> · Professional School Programming · Salary After Attending – \$46,600 · Graduation Rate – 48%
PI 3	Southern University	<ul style="list-style-type: none"> · Mission · Annual Cost · Degree Programming 	AI 3	NC A&T	<ul style="list-style-type: none"> · Mission · Enrollment – 8,577 · Professional School Programming · Graduation Rate – 43%
PI 4	Tennessee State University	<ul style="list-style-type: none"> · Mission · Annual Cost · Degree Programming 	AI 4	FAMU	<ul style="list-style-type: none"> · Mission · Enrollment – 8,825 · Professional School Programming · Graduation Rate – 40%
PI 5	Auburn University at Montgomery	<ul style="list-style-type: none"> · Annual Cost · Degree Programming · In-state enrollment competitor (same city) 			

Figure 4 below shows ASU’s student achievement goals and outcomes for the fifth-year reviewed 2010 – 2015 period benchmarked against a sample of peer PI and aspirational AI institutions.

Figure 4. Benchmarking ASU Student Achievement with Sample Peer (PI) and Aspirational (AI) Institutions, 2010 – 2015 Period*



Benchmarking Findings

Benchmarking comparisons were based on available external peer and aspirational institution public data for the fifth-year 2010 – 2015 review period. Some publicly identified PI and AI data covered varying timeframes, but all within the ASU fifth-year interim review timeframe of 2010 – 2015. Regarding course completion rates, ASU’s institutional rates were 9.4% lower than the 1 peer institution with comparable public data. ASU’s licensure and certification examination pass rates ranked 2nd out of 4 compared peer PI institutions. Among the PI and AI benchmarked institutions, ASU’s graduation rates rank lowest. Benchmarking job placement data comparing

ASU's placement rates with peer and aspirational institutions with comparable data have shown that ASU's rates rank 2nd from the top in licensure exam and job placement success among the institutions compared. These results have been used to further define the institution's internal student achievement outcomes against external standards, and to establish thresholds for achievement within the fifth-year review period.

Alabama State University measures four (4) goals for student achievement as a definition of successful outcomes toward fulfillment of its mission. The metrics for the 4 goals involve examination of course completion, licensure/certification examination, graduation and post-graduate employment profiles among ASU students. The institution has conducted a 5-year analysis of its student achievement profile, and has defined thresholds for achievement based on two measures: 1) use of previous institutional data as a baseline for measuring current outcomes and progress, and 2) benchmarking accomplishments externally through peer and aspirational institutions comparisons.

The resulting fifth-year analysis has revealed encouraging findings that the institution is accomplishing its student achievement goals, and by extension, advancing its mission. The institution has demonstrated how outcomes from student achievement analyses inform forward development of new learning interventions, conduct strategic evaluations and improve processes. The analysis has also established the next baseline of achievement for forward and continued assessment of student achievement goals through the institutional effectiveness system. As such, the institution has demonstrated that it engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional effectiveness)(note CR 2.5). These analyses also demonstrate that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes (note CS 3.3.1.1).

Supporting Documentation:

- [1] [Vision 2020 Transformation Plan Excerpt, 2010 – 2020¹⁹, Strategic Alignment, p. 4.](#)
- [2] [ASU 2025: Excellence. Innovation. Opportunity. Strategic Plan, 2015 – 2025, Strategic Alignment](#)
- [3] [Academic Affairs Strategic Roadmap 2025, Strategic Alignment, p. 6](#)
- [4] [Academic Affairs Unit Goals and Objectives for Student Achievement \(Federal Requirement\), 2016 – 2017](#)
- [5] [Sample Unit Strategic Goals and Objectives, 2016 - 2017, Division of Academic Affairs](#)
- [6] [Academic Affairs Strategic Roadmap 2025, Institutional Student Achievement Goals, p. 9](#)
- [7] [FR 4.1 Student Achievement Composite Data Inventory, pp. 1 – 3](#)
- [8] [2010 ASU QEP, Enhancing the Culture of Learning Through Literacy in the First Year Experience, p. 38](#)
- [9] [SPEED Program Narrative, 2015](#)
- [10] [Academic Affairs Strategic Roadmap 2025, Institutional Student Achievement Goals, p. 10](#)
- [11] [Specialized Accreditation Degree Programs Inventory](#)
- [12] [Continuous Enrollment Advisory Committee Meeting Notes, Spring 2016](#)
- [13] [Screenshot, Video of Instructions for Students with Holds, Spring 2016](#)
- [14] [Graduation Exit Survey Communication to Students, Effective Spring 2016](#)

¹⁹ *Vision 2020* plan has been concluded followed by implementation of the *ASU 2025* strategic plan, adopted by the ASU Board of Trustees, February 2015.

FR 4.2: Program Curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU), a comprehensive, diverse, student-centered, public university, maintains a curriculum that is directly related and appropriate to the mission and goals of the institution as articulated in *Vision 2020 (2010 - 2020)* [1], the previous strategic plan; *ASU 2025: Excellence. Innovation. Opportunity. Strategic Plan (2015 – 2025)* [2], the current strategic plan; and the *Academic Affairs Strategic Roadmap, 2015 – 2025* [3]. The mission is accessible online at <http://www.alasu.edu/about-asu/history--tradition/mission-statement/index.aspx>. The institution's prevailing mission statement is included in all undergraduate catalogs and graduate bulletins <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>.

The ASU degree program curricula are directly related to its purpose and strategic goals, and to the certificates and degrees awarded by the University. Awarding diplomas is not within the scope of ASU's mission. The institution's curriculum enacts its declared mission of "achieving global excellence in teaching, research and public service" [2] and "fostering critical thought," "encouraging artistic creativity," and "developing professional competence" [2].

As articulated in the new *ASU 2025: Excellence, Innovation, Opportunity. Strategic Plan (2015-2025)* [2], ASU's recently implemented mission (2015) continues to define the institution's instructional role as a "comprehensive diverse student-centered public HBCU committed to global excellence in teaching, research and service" that "offers baccalaureate through doctorate degrees in an expansive array of academic programs." The institution's current degree program inventory includes 59 degree programs from the baccalaureate to the doctoral program levels, and as such, directly and appropriately relates its curriculum to the mission and overarching strategic goals of the institution and to the certificates or degrees awarded. Alabama State University does not award diplomas.

The division of Academic Affairs' mission, goals and supporting objectives as presented in its new *Academic Affairs Roadmap 2015 – 2025* strategic plan [4] are aligned with the institutional mission as presented in the *ASU Mission 2025* institutional strategic plan. The Academic Affairs mission advances the institution's curricular focus by pursuing "curricula that are responsive to market/employment demands", as articulated in Goal 6, objective 2 and objective 3 of the *Academic Affairs Strategic Roadmap, 2015 – 2025* [4]. All of the University's degree programs, new and ongoing, are undergoing alignment with the new institutional and division of Academic Affairs missions and strategic goals. This makes possible cyclical monitoring and assessment of strategic outcomes under consistent, specified guidelines and processes within the institutional effectiveness system [5]. Thus the curricula of the various fields of study underway at the University (i.e., arts and humanities, natural sciences, social sciences, health sciences, education, mathematics and the like) align with both the institutional and divisional missions, goals and objectives to offer a quality education in accordance with SACSCOC requirements and standards [6] [7].

ASU maintains a curriculum that is appropriate to its purpose and goals and to the certificates or degrees awarded by scrutinizing new and existing curricula through well-established curriculum review processes to ensure compliance with institutional and external certificate and degree standards. ASU currently has in its inventory fifty-nine (59) educational programs, thirty-three (33) bachelors, sixteen (16) masters, four (4) doctoral, and six (6) educational specialist degrees which require appropriate courses of study in accordance with the usual practices of the disciplines, and represent a commitment to a wide breadth of scholarly endeavours [8]. The institution does not award diplomas.

Proposed new courses and degree programs are subjected to a multiple-level review process that evaluates such factors as course credit hours, course and program content and objectives, appropriate structure and course numbering, and compliance with prevailing degree program certifications and accreditations depending upon the course(s) or program(s) [9].

Existing degree programs are subject to the University's recently implemented Academic Program Review (APR) self-study calendar (2014 – 2015) [10]. The APR process is part of the overall evaluation plan for the regular and systematic assessment of all undergraduate and graduate degree programs. Each degree awarded represents a program of study that has been developed and affirmed through shared governance by the faculty and administration of the

University and involves a formal curriculum approval process [9] [10] [11] [12] [13]. Each program is also reviewed and assessed by faculty through the creation and maintenance of program learning outcomes through the institutional effectiveness system [14] [15] [16].

The institution's undergraduate degree programs require completion of a minimum of 120 semester credit hours; all master's and specialist programs require a minimum of 30 credit hours, and doctoral programs require a minimum of 30 hours of course work beyond the master's level. These requirements are published in the ASU's General Undergraduate Catalog [17], the Graduate Bulletin [7] and the *Curriculum Guide 2015* [9], and are also explored in more depth in our response to FR 4.4 (Program Length) [12].

General Education Requirements for Undergraduate Programs

General education in the liberal arts and STEM fields form the basis for all baccalaureate programs at Alabama State University. To ensure that students acquire the necessary skills and tools to help them complete their chosen programs successfully, the University requires undergraduate students to complete a core curriculum which reflects its stated mission "to foster critical thought, artistic creativity, professional competence and public service."

In March 1994, the State of Alabama legislated ACT 94-202, which was designed to resolve issues related to the transfer of credit among public postsecondary institutions in the state [18] [19]. The legislation provided for the creation of an Articulation and General Studies Committee (AGSC) charged with the development of a state-wide articulation agreement for the transfer of credit among all the public institutions. In addition, the legislation designated a single agency to be responsible for developing the computerized database (STARS) and the student contractual agreements to be honored among all public 2- and 4-year institutions in the state of Alabama. AGSC/STARS contacts at every two-year and four-year institution facilitate communication and understanding of the goals and objectives of this program. The general education requirements for Alabama State University are published on the AGSC/STARS website as well as in the Alabama State University *General Undergraduate Catalog* Central Requirements for Degrees [20] [6]. Along with the *Curriculum Guide*, the Alabama State University *Graduate Bulletin* [5] [7] provides curriculum guidelines for masters, education specialist, and doctoral degrees. These programs also support the mission and goal and appropriate breadth of educational experience.

As articulated in the *Academic Affairs Strategic Roadmap, 2015 - 2025*, Goal 7 (continuous improvement), objective 1, ASU endeavors to ensure 100% compliance with the institutional accreditation (SACSCOC) and specialized program accreditations [21]. As such, the University's commitment to the appropriateness of its curriculum to its mission is also validated by external accreditation of its professional programs and its approved membership in scholarly societies. Examples of agencies issuing compliance guidance to ASU's thirteen (13) accredited degree programs include the National Council for Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP); the Accreditation Council for Business Schools and Programs (ACBSP) and the Council on Social Work Education. These programs work in conjunction with their accrediting organizations to develop and conduct curricula based on the requirements of the agencies, which also require continuous evaluation and renewal.

ASU is committed to hiring exemplary, appropriately credentialed faculty and staff dedicated to helping students achieve the mission of the University through implementation of its undergraduate and graduate degree program curricula. Faculty throughout the various schools, departments, labs, and programs provide an understanding of best practices in the various disciplines, develop curricula, deliver course learning experiences, and maintain numerous learning environments and opportunities for students to strengthen their knowledge as they develop as educated world citizens prepared to help address the critical needs of the region, nation, and world [22] [23] [24].

Distance Education (DE) Program Curricula and the Institutional Mission

Distance education (DE) program curricula must also be appropriate to the institutional mission and strategic goals, and to the certificates and degrees awarded. In part as a use of results from the current institutional fifth-year review, along with increasing accreditation guidelines and processes governing distance education, a new distance education guidance manual on instructional and course management functions was approved Spring 2016. The *Distance Education: Processes and Guidelines, 2016* manual will serve as the academic best practices and processes governing distance education definitions, instruction and course management, advisory committee functions, online faculty evaluations, and online course and degree program approval procedures [25]. For the latter, designated online review process forms as presented in the *Distance Education: Processes and Guidelines, 2016* manual will be used in the general institutional curriculum review process as articulated in the *Curriculum Guide, 2015*. Approval of

online course and program proposals has been incorporated into the curriculum review process flow [26].

The programs at ASU are an outgrowth of the mission and goals and there is evidence that the curriculum is appropriate to the programs offered at University.

Supporting Documentation:

- [1] [Vision 2020: The ASU Transformation Plan \(2010-2020\)](#)
- [2] [ASU 2025: Excellence, Innovation, Opportunity. Strategic Plan \(2015-2025\)](#)
- [3] [Division of Academic Affairs Strategic Roadmap Strategic Plan, 2015-2025](#)
- [4] [Academic Affairs Strategic Roadmap, Goal #6, objectives 2 and 3](#)
- [5] [Curriculum Guide, 2015 Edition](#)
- [6] [2015-2017 General Undergraduate Catalog](#)
- [7] [2015-2016 Graduate Bulletin \(Graduate Catalog\)](#)
- [8] [Alabama Commission on Higher Education \(ACHE\) Degree Program Inventory for Alabama State University](#)
- [9] [Curriculum Guide 2015 \(pgs. 17-22\)](#)
- [10] [ASU Academic Program Review Guidelines](#)
- [11] [Academic Program Review Self-Study Calendar](#)
- [12] [Federal Requirement 4.4: Program Length Narrative](#)
- [13] [2009 Faculty Handbook](#)
- [14] [Sample of completed English Degree program Self-Study \(Academic Program Review\)](#)
- [15] [Sample of CLASS WEAVEonline Assessments](#)
- [16] [Schedule of Academic Program Reviews from the Division of Academic Affairs](#)
- [17] [2015-2017 Undergraduate Catalog-General Education Core Requirements for Degree \(pgs. 52-53\)](#)
- [18] [FR 4.2 Program Curriculum\18\] Legislation from Act 94-202.png](#)
- [19] [Full text of Act 94-202](#)
- [20] [FR 4.2 Program Curriculum\20\] Approved AGSC General Course Listing.pdf](#)
- [21] [Academic Affairs Strategic Roadmap, Goal 7](#)
- [22] [Tropical Pathology and Infectious Disease Association Brochure](#)
- [23] [UNITE Brochure](#)
- [24] [Center for Leadership and Public Policy Brochure](#)

- [25] [Distance Education: Processes and Guidelines, 2016](#)
- [26] [Curriculum Guide, 2015 Edition, pp.30 – 32](#)

FR 4.3: Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) makes available to students and the public current academic calendars, grading policies and refund policies on its website and in printable formats. The University also disseminates current calendars, grading and refund policies to students, faculty, staff and the public. Policies described in this narrative are applicable to undergraduate and graduate students regardless of the delivery of course and program instruction.

Availability to Students in Distance Education

Students enrolled in courses or programs through distance education delivery at Alabama State University (ASU) can readily access the academic calendars, grading policies and refund policies online or download a copy of documents via University's the website. ASU does not offer correspondence courses. Students participating in courses through dual enrollment may also access this information online.

Academic Calendars

Academic Calendars are published and made available online for students, faculty, and the public. The Academic Calendar for 2012-2014 [\[1\]](#) is viewable with the current 2015-2017 academic years [\[2\]](#) available in PDF format for printable viewing. The Academic Calendars publish registration dates, deadlines, term start and end dates, add/drop, examination dates, graduation dates, official holiday schedules and refund schedules. The Academic Calendars are maintained by the Office of the Provost and Vice President for Academic Affairs and provide faculty and students with a timeline of deadlines to follow during each term.

Grading Policies

The grading policies in the 2009 Faculty Handbook, section 5.9 (Student Evaluation) describe the purpose of grading, the process for students' recourse in the event of unfair grade, and policies relative to a grade of incomplete [\[3\]](#). The Faculty Handbook states, "after grades have been certified to the Registrar, they become a part of the student's permanent record and shall

not be changed unless there is clear and convincing evidence of error. Once recorded, a grade may not be changed without written approval of the dean of the respective college/school/division and the Provost and Vice President for Academic Affairs.”

The undergraduate grading policy is available in the 2015-2017 Undergraduate Catalog on page 29 [4], while the graduate grading policy is available in the Graduate Bulletin and on pages 44-45 [5]. These documents are also made available online to the students and the public.

Refund Policies

The University policy on refunds is published in the 2015-2017 Undergraduate Catalog on page 22 [6] and in the 2015-2016 Graduate Bulletin on pages 18-19 [7]. It is also made available to students, faculty and the public on its website in PDF format. Special accommodations are made for students called to active military service [8].

Supporting Documentation:

- [1] [2012-2014 Academic Calendars](#)
- [2] [2015-2017 Academic Calendars](#)
- [3] [2009 Faculty Handbook](#)
- [4] [2015-2017 Undergraduate Catalog, pg. 29 \(Grading Policy\)](#)
- [5] [2015-2016 Graduate Bulletin, pgs. 44-45 \(Grading Policy\)](#)
- [6] [2015-2017 Undergraduate Catalog, page 22 \(Refund Policy\)](#)
- [7] [2015-2016 Graduate Catalog, pages 18-19 \(Refund Policy\)](#)
- [8] [Refunds-Actives Military](#)

FR 4.4 Program Length

Program length is appropriate for each of the institution's educational programs.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) offers degree programs, via all acceptable modes of instructional delivery, which comprise courses of study in disciplines suited to higher education and which are compatible with its stated mission (note Core Requirement 2.7.2). The program length is appropriate for each of the institution's educational programs, and the program length's suitability for disciplinary dictates feasibility for student timely completion. Alignment with the University's mission and policies are carefully considered during the degree program review process.

As articulated in the institution's *Curriculum Guide, 2015* [1], the development of new courses and degree programs is essential to the ASU mission to achieve excellence in teaching, research and public service [2] [3]. Maintaining a dynamic and contemporary instructional program is the foundation of educational excellence and must engage all levels of the internal academic constituency, from faculty to, in the case of new programs, the governing ASU Board of Trustees. Following internal approval, the new program approval process also involves external review by the Alabama Commission on Higher Education (the state coordinating agency) [4] and the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC) [5], as well as respective program accrediting agencies as applicable. New instructional courses and programs must be developed and vetted through a comprehensive process that evaluates the program's structure (including program length), toward assuring the integrity of the courses and programs, including the ability of the university to provide and sustain support of required resources, faculty, and the appropriateness to the university's prevailing educational mission. The number of hours required for completion of the degree is reviewed in the context of several prevailing policies, including the institutional Definition of Credit Hour policy [6] as well as the institutional curriculum review process (see Program Review Process section below). Also see institutional response for Federal Requirement 4.9 – Definition of Credit Hour.

Program Award Level Definitions

ASU applies program award level definitions consistent within described state and federal higher education guidelines. The institution's program award level definitions follow the Operational Definitions of the Alabama Commission on Higher Education (ACHE) [7], which are based on U.S. Department of Education definitions within the Integrated Postsecondary Education Data System (IPEDS) system of classification of degrees by major field of study according to Classification of Instructional Programs (CIP) codes [8], and are described in the institution's curriculum policy document, *The Curriculum Guide, 2015 Edition* [9].

The institution's program award levels definitions are described in detail below:

- Certificate: A formal award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement.
- Bachelor's Degree: An undergraduate award that normally requires the completion of at least four but no more than five academic years of full-time equivalent college work. Also includes accelerated bachelor's degrees which are completed in three calendar years.
- Master's Degree: A graduate level award that requires the completion of a program of study at least the full-time equivalent of one but usually not more than two academic years of work beyond the bachelor's degree.
- Educational Specialist: A graduate level award that requires completion of an organized program of study consisting of the fulltime equivalent of one academic year of work beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.
- While not yet included in ACHE's Operational Definitions, the Commission has adopted the new categories of doctoral degrees as outlined by IPEDS.
- Doctoral Degree – Research/Scholarship: A Ph.D. or other doctoral degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original

project demonstrating substantial artistic or scholarly achievement. (At ASU, this category includes the Ph.D. degree.)

- **Doctoral Degree – Professional Practice:** A doctoral degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. (At ASU, this category includes the Ed.D. and the D.P.T. degrees.)

Policies and Processes

A. Program Length Requirements

Baccalaureate level degree requirements, as stated in the 2015-2017 *Undergraduate Catalog* [10] and *The Curriculum Guide, 2015 Edition* [11], include completion of a minimum of 120 semester hours of appropriately distributed courses. Forty-one hours are taken to satisfy Core Curriculum requirements: Six (6) credit hours of Written Composition, twelve (12) hours of Humanities and Fine Arts, eleven (11) hours of Natural Sciences and Mathematics, and twelve (12) hours of History, Social and Behavioral Sciences)(note Core Requirement 2.7.3). The remaining coursework for degree completion is specific to each program, and is presented in the *Undergraduate Catalog*. Baccalaureate degree programs requiring more than 120 credit hours are typically accredited or have significant other professional requirements. Graduate and professional level degree requirements, particularly program length, vary based on the level of the program (master's, doctoral or professional), discipline of study, accreditation standards as applicable, and other factors. The length of master's degree programs at ASU varies by discipline, but all require at least the equivalent of one academic year of full-time enrollment [a minimum of thirty (30) semester hours] [12]. Several of the graduate professional programs have alternate credit hour requirements in fieldwork, clinical, studio and other course types in compliance with accreditation requirements and institutional policy on credit hour definitions [13] (also see institutional response, FR 4.9 – Definition of Credit Hour). The Ph.D. in microbiology doctoral program length requirements were benchmarked against several U.S. institutions with doctoral study in the microbiological sciences. These programs require varying semester credit hours, from 30 to 90 total [14]. The institutional Degree Program Inventory [15] shows the minimum credit hour requirements for each program. It should be noted that actual credit hours may vary due to student-selected minors, prerequisite requirements, concentrations, and other

course variation. Table 1 conveys an accurate verification of program length requirements by college for ASU.

Table 1. ASU Verification of Program Length Requirements by College

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	Required Semester Hours
College of Business Administration	Computer Information Systems	B.S.	11.0401	124
	Management	B.S.	52.0201	124
	Accounting	B.S.	52.0301	124
	Finance	B.S.	52.0801	124
	Marketing	B.S.	52.1401	124
	Accountancy	M.Acc.	52.0301	30
College of Education	Special Education (MR)	B.S.	13.1001	
	<ul style="list-style-type: none"> • Special Education (K-6) • Special Education (6-12) 	B.S. B.S.		134 134
	Elementary Education	B.S.	13.1202	125
	Secondary Education:	B.S.	13.1205	
	<ul style="list-style-type: none"> • Biology Education • Business/Marketing Education • English Language Arts • Chemistry • General Science • General Social Science • Health Education • History • Mathematics 			140 130 130 134 140 132 122 132 137
	Early Childhood Education	B.S.	13.1210	125
	Music Education	B.M.Ed	13.1312	129
	<ul style="list-style-type: none"> • Music Choral • Music, Instrumental 	B.M.E B.M.E		129 129
	Physical Education	B.S.	13.1314	126
	Biomedical Engineering	B.S	14.0501	129
	Parks and Recreation (Recreational Therapy)	B.S.	31.0301	123
	Applied Technology	M.S.	11.1099	33
	Instructional Leadership	M.Ed.	13.0401	30-33
	Library Educational Media	M.Ed.	13.0501	30-33
	Special Education (MR & LD)	M.Ed.	13.1001	
	Special Education(k-6)	M.Ed.		30
	<ul style="list-style-type: none"> • ALT-A Special Education (k-6) 	M.Ed.		46-49
	<ul style="list-style-type: none"> • Special Education (6-12) 	M.Ed.		30
	<ul style="list-style-type: none"> • ALT-A Special Education (6-12) 	M.Ed.		46-49

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	Required Semester Hours
College of Education	Secondary Education: <ul style="list-style-type: none"> • Biology • ALT-A Biology • English Language Arts • ALT-A English Language Arts • ALT-A General Science • General Science • General Social Science • ALT-A General Social Science • Health Education • ALT-A Health Education • History • ALT-A History • Mathematics • ALT-A Mathematics • Elementary Education • ALT-A Elementary Education 	M.Ed.	13.1205	34 41-44 30 37-40 41-44 ----- 30 37-40 30 37-40 30 37-40 30 37-40 33 40-43
	Early Childhood Education	M.Ed.	13.1210	30
	ALT-A Early Childhood Education	M.Ed.		43-46
	School Counseling	M.Ed.	13.1101	48-51
	Counselor Education: Clinical Mental Health	M.S./M.Ed.	13.1101	60
	Teacher Education/P-12 Education <ul style="list-style-type: none"> • Reading Specialist • Music Choral • ALT-A Music Choral • Music Instrumental • ALT-A Music Instrumental • Physical Education • ALT-A Physical Education 	M.Ed.	13.1206	36 36-39 46 39-39 46 30 43-46
	Instructional Leadership	Ed.S.	13.0401	30-33
	Teacher Leader	Ed.S.	13.0401	30
	Library Educational Media	Ed.S.	13.0501	30-33
	School Counseling	Ed.S.	13.1101	33-36
	Education: <ul style="list-style-type: none"> • Secondary Education <ul style="list-style-type: none"> ○ Biology ○ General Social Science ○ History ○ Mathematics • Elementary Education • Early Childhood Education 	Ed.S.	13.0101	30 30 30 30 33 33
	Counselor Education: Clinical Mental Health Counseling	Ed.S.	13.1101	33-36
	Educational Leadership Policy & Law	Ed.D.	13.0401	69
	Educational Leadership Policy & Law	Ph.D.	13.0401	78

COLLEGE	Educational Program & Concentrations	Degree	CIP Code	Required Semester Hours
College of Health Sciences	Health Information Management	B.S.	51.0706	128
	Rehabilitation Services	B.S.	51.2399	120
	Occupational Therapy	M.S.O.T.	51.2306	91
	Prosthetics & Orthotics	M.S.P.O	51.2307	66
	Rehabilitation Counseling	M.R.C.	51.2310	51
	Physical Therapy	D.P.T.	51.2308	114
	Certificate in Rehabilitation Counseling	Certificate		21
	Disability Studies, Policy and Service	Certificate		18
	Maternal & Child Health	Certificate		18
College of Liberal Arts and Social Sciences	Communications	B.A.	09.0101	
	• Communication Studies	B.A.		120
	• Public Relations	B.A.		120
	• Journalism	B.A.		120
	• Recording Industry	B.A.		120
	• Radio/ Television	B.A.		123
	• Recording Technology	B.A.		121
	English	B.A.	23.0101	120
	Political Science	B.A.	45.1001	123
	History	B.A.	54.0101	120
	Criminal Justice	B.S.	43.0104	122
	Psychology	B.S.	42.0101	120
	Social Work	B.S.W.	44.0701	120
	History	M.A.	54.0101	36
College of Science, Mathematics and Technology	Computer Science	B.S.	11.0701	120
	Biology	B.S.	26.0101	122
	Marine Biology	B.S.	26.1302	124
	Mathematics	B.S.	27.0101	120
	Chemistry	B.S.	40.0501	120
	Forensic Chemistry	B.S.	40.0510	124
	Physics	B.S.	40.0801	124
	Forensic Biology	B.S.	43.0111	124
	Mathematics	M.S.	27.0101	36
	Forensic Science	M.S.	43.0106	42
	Biology	M.S.	26.0101	35
	Microbiology (Masters)	Ph.D.	26.0502	37
	Microbiology (without Masters)	Ph.D.	26.0502	55
	College of Visual and Performing Arts	Theatre Arts	B.A.	50.0501
Art		B.A.	50.0701	122
Music		B.A.	50.0901	120
Dance		B.F.A.	50.0301	123

B. Program Review Processes

The development of new academic programs (majors, concentrations or tracks within majors, certificates) at ASU involves multiples levels of review and approval, both internally and externally. Program development is the responsibility of the faculty at ASU. These processes are outlined in *The Curriculum Guide, 2015 Edition* [16].

B.1. Internal Review for Proposed Programs. When new degree program proposals are developed, the faculty course initiator(s) rationalize such factors as credit hours, how the proposed programs support the institutional mission, and the anticipated budgetary needs for the program (new faculty, library holdings, facilities, equipment, staff, other). The preliminary proposal is reviewed by the full department. If supported at the departmental level, the preliminary proposal is sent to the college dean. The dean of the college consults with the institutional SACSCOC liaison to determine if the proposed program will require substantive change action. Following consultative review by the SACSCOC liaison, and if the dean recommends the program for which a substantive change is determined, the preliminary proposal and other support materials are forwarded to the provost/vice president for Academic Affairs with an advisory statement on the specific type of substantive change. The provost/vice president for Academic Affairs reviews the preliminary proposal and all attendant information. If the provost/vice president for Academic Affairs recommends a program for which a substantive change is determined, the preliminary proposal is forwarded to the president for Approval to Proceed. The president makes a determination and notifies the provost/vice president for Academic Affairs, with copy to the dean. If the president does not grant Approval to Proceed, the preliminary proposal is returned to the dean of the college proposing the new program. If the president gives Approval to Proceed, the dean consults with the preliminary proposal initiator and/or the institutional SACSCOC liaison regarding requirements and review timeframes for the appropriate external agencies. The provost/vice president for Academic Affairs forwards the approved preliminary proposal to: (1) The Graduate Council (graduate programs); (2) The Faculty Senate (undergraduate programs); and (3) The Council of Deans and Directors (as appropriate) for review and additional feedback. Review and feedback from the various internal bodies is returned to the president through the provost/vice president for Academic Affairs for presentation to the ASU Board of Trustees for review and approval.

B.2. External Review for Proposed Programs. If a preliminary degree program proposal is approved by the ASU Board of Trustees, a Notice of Intent to Submit Proposal (NISP) must be submitted externally to the Alabama Commission on Higher Education (ACHE) through the provost/vice president for Academic Affairs. The NISP must be submitted 2 months before submission of the full degree program proposal. Key concepts that must be addressed in the ACHE degree program proposal include the curriculum and its academic requirements, demand for the program, need for the program (societal, academic, professional), physical and financial resources required, relationship to other programs at ASU and within the state, duplication, and intended student learning outcomes (SLOs). In addition, ACHE full degree program proposals must include specific budget details and projections for headcount and FTE enrollment and degree completions [17]. The ACHE proposal formats for undergraduate and graduate degree programs guide the development process and include the requisite number of hours to complete the degree. Thus, program length is an inherent consideration in the external review process.

Following review of the full proposal and upon approval by ACHE, The university provost also notifies SACSCOC about the new degree program at least six months prior to the planned implementation date [18]. The program may require additional action with SACSCOC. If required, SACSCOC informs ASU of this requirement when acknowledging notification of a new degree program. If the proposed program was deemed a substantive change based upon SACSCOC policy and criteria during the early approval process, the proposal initiator, in cooperation with department chair, dean, SACSCOC liaison and the Office of the Provost, will develop the appropriate SACSCOC documents (letter of notification; full prospectus; other information as requested by the Commission). All substantive change documents must be submitted to SACSCOC through the president of the university. Following final approval by SACSCOC, new degree programs can only be implemented as reported to the Office of Records and Registration by the provost/vice president for Academic Affairs.

B3. Accredited Programs Clinical and Field Experiences Length. The University has degree programs accredited across thirteen (13) accreditation, licensure and certification agencies [19]. Because of the broad instructional disciplines among the University's accredited degree programs, course and program length compliance requirements vary greatly. Programs requiring clinical and field experiences demonstrate the widest divergence in program length requirements among accredited programs [13].

B.4. Distance Education Programs Length. In accordance with the guidance issued by the U.S. Department of Education, and adhered to at Alabama State University, there is no "seat time" requirement implicit in the definition of a credit hour. The amount of student work expected in each asynchronous and synchronous online course in order to achieve the course objectives must be assigned a credit hour based on, at least, an equivalent amount of work as represented in the definition of credit hour. The institutional credit hour system is applicable to all modes of instructional delivery, including online and distance education [6] (also see the institutional response for FR 4.9).

B.5. Cyclical Review for Existing Programs – the Academic Program Review (APR). The University has instituted an Academic Program Review (APR) process first launched in 2014 [21]. Under the APR process, each academic program completes a self-study based on specific guidelines, which is evaluated by internal and external committees that review and conduct assessment and recommend action plan for continuous improvement as appropriate. The APR process is an institutional system; in addition, degree programs accredited by specialized licensure and certification agencies must also demonstrate and maintain compliance with respective program/field standards and criteria.

Supporting Documentation:

- [1] [Curriculum Guide, 2015 Edition, p. 5](#)
- [2] [Institutional Goal 5, ASU 2025 Strategic Plan](#)
- [3] [Division of Academic Affairs Mission Statement, Curriculum Guide, 2015 Edition, p. 6](#)
- [4] [Program Approval Process Excerpt, Alabama Commission on Higher Education \(ACHE\)](#)
- [5] [Program Approval Policy Excerpt, Program Approval Policy Excerpt, Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)
- [6] [Definition of Credit Hour Policy, The Undergraduate Catalog, 2015 – 2017, p. 329](#)
- [7] [Operational Definitions Excerpt, Alabama Commission on Higher Education \(ACHE\)](#)
- [8] [Field of Study by Classification of Instructional Programs \(CIP\) Code as Required in Integrated Postsecondary Education Data System \(IPEDS\) 2015-2016 Survey](#)
- [9] [Description of Academic Degree Programs, The Curriculum Guide, 2015](#)
- [10] [Baccalaureate Degree Program Requirements, The Undergraduate Catalog, 2015 – 2017](#)

- [11] [Baccalaureate Degree Program Requirements, Excerpt, The Curriculum Guide, 2015 Edition](#)
- [12] [Graduate Degree Program Requirements, Excerpts, The Graduate Bulletin, 2015 – 2016](#)
- [13] [Alternate Calculation of Credit Hours by Programs and Accrediting Agencies Table](#)
- [14] [Table 1. Comparison of Program Length Requirements Table, Ph.D. in Microbiology](#)
- [15] [ACHE Inventory of Academic Programs for Alabama State University](#)
- [16] [Excerpt, Approval of New Degree Programs Processes, *The Curriculum Guide, 2015 Edition*](#)
- [17] [ACHE Proposal, Master of Forensic Science Degree Program Proposal](#)
- [18] [New Program Letter of Notification to SACSCOC \(Educational Leadership, Policy and Law, Ph.D.\)](#)
- [19] [Roster of Accrediting Agencies for Academic Programs, 2014-2015](#)
- [20] [Accredited Programs Requiring Alternate Credit Hour Coursework Roster, Internships/Field Experiences](#)
- [21] [Academic Program Review Process](#)

FR 4.5: Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Judgment: X Compliance _____ Non-Compliance

Narrative:

In co-compliance with SACSCOC Comprehensive Standard (CS) 3.13.A, Alabama State University (ASU) has adequate policies and procedures for addressing students' written complaints, and demonstrates responsibility by following established policies and procedures when determining a resolution, regardless of mode of delivery if the written complaint entails distance education-specific issues. The institution's central policies and procedures on students' written complaints are outlined in the official student policy handbook *The Pilot* [1], and are fully accessible on the students' policies and handbooks webpage <http://www.alasu.edu/current-students/handbook--policies/index.aspx> Student complaints policies, as other institutional policies, are developed through cooperative processes involving divisional and unit administrators, faculty, staff, and students prior to submission to the University President and the ASU Board of Trustees for final approval.

The Pilot establishes governance at the University regarding rights and responsibilities for traditionally-enrolled students and those pursuing online instruction. *The Pilot* not only details the policies and procedures related to the regulation of student life on-and off-campus, but it also outlines students' rights to due process and formal hearing procedures when a violation of judicial policies and procedures has occurred. All incoming and continuing students are introduced to and frequently briefed on *The Pilot* and its contents through various seminars, emailers, and programs conducted by the Office of the Vice President for Student Affairs and other departments within Student Affairs (i.e., Housing and Residence Life, Counseling Center) [2] [3].

Written Complaints

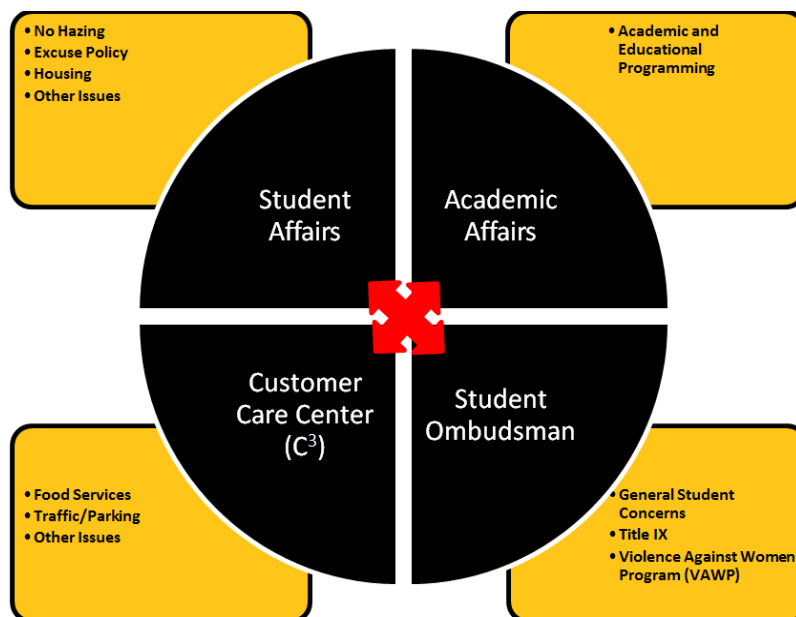
During any given semester, the Division of Student Affairs can receive numerous written complaints from students. These complaints can be filed by and/or against any member of the university community (i.e. faculty, staff or student) in accord with applicable institutional policies

and processes. Complaints may range from something as minor as a traffic or noise violation, to a grade complaint, to an incident as grave as an alleged rape or assault. On all occasions, necessary and appropriate actions are taken to protect the safety and well-being of the student(s) and the campus community.

Institutional Complaints Offices

The University employs a decentralized but interactive process whereby written student complaints are resolved through four (4) inter-institutional offices based on the nature of the complaint and institutional point of contact with a complainant: (1) the Office of the Ombudsman; (2) Office of Student Affairs; (3) Customer Care Center (C³); and (4) the Office of the Provost and Vice President for Academic Affairs. Each of these administrative and affiliated unit offices addresses official student complaints in a cooperative manner based upon the nature of the complaint. The following figure illustrates the intake of written complaints relative to the nature of the complaint, and the cooperative interaction among specific offices that engage toward resolution (see institutional response, CS 3.13 B).

Figure 1. Model of Institutional Flow of Written Complaints.



Office of Student Affairs – The Predominant Written Complaints Resolution Unit

Any student written student complaints can be initiated in the Office of the Vice President of Student Affairs. Every complaint received is reviewed by the Assistant Vice President for Student Affairs in an effort to resolve each incident in a timely manner and/or identify additional offices that must be engaged. Cases with merit may be resolved administratively or through a formal hearing with the Assistant Vice President for Student Affairs and/or the Judicial Affairs Officer. It should be noted that the Assistant Vice President for Student Affairs and/or the Judicial Affairs Officer may impose disciplinary sanctions as warranted, even those related to motor vehicle regulations and operations, except for suspension or expulsion. The Vice President for Student Affairs appoints a Hearing Officer to conduct hearings on those violations where suspension or expulsion is being considered as a possible sanction.

During the course of an investigation, the Assistant Vice President for Student Affairs must grant the alleged offender certain rights. He or she must

1. Review and explain the written charges against them;
2. Upon request, provide a copy of the written charges;
3. Share that the student has the ability to be advised by any member of the University community or by professional legal counsel;
4. Review all statements and evidence submitted against the student and the names of those presenting the evidence;
5. State that the student has the opportunity to present his/her interpretation of the alleged violation, as well as call witnesses to verify his/her interpretation;
6. Share that the student can offer a plea, if the case is going to a hearing (i.e., Responsible, No Contest or Not Responsible);
7. Ensure that the hearing is recorded; and,
8. If desired, ensure that the hearing is closed and private.

When the matters of drugs, alcohol, fighting/assault/battery or the possession of/use of weapons are involved in a written complaint, the University exercises a Zero Tolerance Policy. As indicated in *The Pilot*, “the *Zero Tolerance Policy* prohibits all illegal and unauthorized possession and/or use of weapons or drugs and/or fighting/assault and battery that directly contributes to the emotional or physical detriment of University personnel or enrolled students. The Zero Tolerance Policy is effective as it relates to on-campus activities and University sponsored off-campus activities. Any student found responsible for violating a Zero Tolerance

Policy may receive the maximum sanction, including expulsion from the University” (p. 61). Violators may be temporarily suspended by the Assistant Vice President for Student Affairs pending a hearing. After a formal hearing, violators are subject to receive the maximum sanction including expulsion from the institution.

Defining the Hearing Process

After a written complaint is filed or received and it is determined that there is enough information and evidence to move forward with a hearing, then the burden of proof is on the University or the person presenting the charges. The Hearing Officer will receive evidence while hearing arguments and testimonies before compiling his/her finding of facts and rendering a judgement consistent with the weight of evidence and facts in the case. The decision made by the Hearing Officer must be in writing and is final unless the offender submits a notice of appeal within five days of the decision to the Vice President for Student Affairs. Appeals to the Vice President can only be made if there is a: 1) lack of due process; 2) lack of substantial evidence; or, 3) if evidence was not considered or available that would subsequently change the nature of the case.

The Vice President, after reviewing the case, may find no error and affirm the decision of the Hearing Officer. Or, he or she may find irregularities, additional pertinent evidence or prejudicial errors sufficient to overturn the decision or remand the case for further adjudication. Any sanction will be deferred until the appeal process is completed, unless the physical or emotional safety of the offender or any other member of the University is at risk. The Assistant Vice President for Student Affairs may then summarily suspend the students until completion of the appeals process.

Written complaints, documents and evidence are collected and filed to track students' complaints from beginning to resolution. Upon resolution of a student complaint, a hardcopy of that complaint and all required documentation are maintained in secure file cabinets in the Office of the Vice President of Student Affairs. The University recently acquired a computer system called *Maxient*, an electronic database management system. It is used to store written documents related to student cases and tracks the entire complaint process included in this section [\[4\]](#).

Students' Grievances against University Officials

The initial steps of the student grievance process include a consultation between the student and the Assistant Vice President for Student Affairs if the conflict involves any officials at the University (i.e., administrators, staff, and/or faculty) [5]. At this time, the Assistant Vice President for Student Affairs receives confidential statements from the student (s), conducts an initial interview and assists the student(s) in clarifying the issue, and compiling a summary report of the complainant. With consent from the student, a report of the circumstances is submitted to the Vice President for Student Affairs for review and appropriate action. The decision in a student's grievance action may be appealed to the President of the University within three class days following the decision.

Students' Complaints about Grades and Grade Changes

Students' written complaints about grades and grade changes follow the policy and process set forth in *The Pilot*, under the subtitle of "Academic Appeals Procedures." These procedures are available in the Deans' Offices of each college or school, as well as online through the students' policies and handbooks webpage <http://www.alasu.edu/current-students/handbook--policies/index.aspx>. It should be noted that while the Office of the Vice President of Student Affairs may initially field a student grades complaint, it does not resolve grades-related complaints. Academic complaints/grievances and grade appeals are referred to the division of Academic Affairs to be handled within the respective academic units in accord with applicable faculty-student policies and processes [6].

Students' Complaints Related to Academic Dishonesty

A major goal of Alabama State University is to prepare its students to be effective and productive professionals and citizens. When academic dishonesty occurs in the classroom, it prevents this type of growth and development, and it is not tolerated. At Alabama State University, academic dishonesty includes, but is not limited to, incidents of plagiarism, cheating and/or fabrication. When an act of academic dishonesty is filed or reported either by a student and/or faculty/staff member, it is treated with the utmost priority. These types of faculty-student complaints are primarily handled by instructors, department chairs, deans of colleges, and the Vice President for Academic Affairs, with some assistance from the Vice President for Student Affairs when necessary. When a student receives a complaint of academic dishonesty from a faculty member, the University adheres to the following procedures:

1. Instructor immediately informs the student;
2. With sustained evidence, the instructor may impose a failing grade for the course;
3. The instructor provides written notification and evidence to the Department Chair and Dean of the College;
4. The Dean reports the incident to the Vice President for Academic Affairs and the Vice President for Student Affairs; and,
5. If the case warrants more serious action, then the Vice President for Academic Affairs may refer the case to the Vice President for Student Affairs for investigation (if necessary).

Any accused student, whether they are enrolled in a traditional or an online course, can appeal an assigned final grade. After the appeal is received by the Office of Academic Affairs, the student and instructor will be encouraged to meet to resolve the complaint. If the complaint still exists after the meeting, the student may present a written complaint to the Department Chair. The Chair will mediate and try to resolve the complaint. If the Chair's mediation is unsuccessful, then the Dean will appoint a committee consisting of students, faculty and staff members to resolve the complaint. The decision of the committee is binding unless the student appeals the committee's decision to the Vice President for Academic Affairs. The student may further appeal the Vice President's decision to the University President but only on procedural grounds. An example of an academic appeal that was decided upon in October 2013, is provided at the conclusion of this narrative [\[7\]](#).

Internal Complaint Process for Students Regarding Educational Programs

Federal regulations, as defined in a "[Dear Colleague Letter](#)" under requirement 34 CFR 600.9, stipulate that Alabama State University must designate an appropriate official and his/her contact information, for any filings related to its: 1) violation of state consumer protection laws; 2) violation of state laws or rules related to the licensure of postsecondary institutions; or, 3) complaints concerning students' quality of education or state accreditation requirements. The University's Associate Provost for Academic Affairs serves as the University's point of contact, and the aforementioned processes are documented and accessible on the University's website. Further, a *Sample Internal Complaint Form* [\[8\]](#) is provided at the end of the narrative. To date, no complaints have been adjudicated under this process since its inception in Fall 2015.

Complaints from Students with Disabilities

Students who are registered with the Office of Disability Services can submit a written grievance regarding disability-related discrimination allegations and all pertinent details of information to the Director of Disability Services. After review of the filed complaint by the Director of Disability Services, it will be determined what course of action should be taken in accordance with guidelines outlined in *The Pilot*. Students also have the right to file a complaint with the U.S. Department of Education or other legal organizations under state and federal law, along with the Office for Civil Rights.

Sexual Misconduct

In tandem with the "Dear Colleague Letter" dated April 4, 2011 (and revised as of October 16, 2015) that was issued to all institutions of higher education governed by Title IX of the Education Amendments of 1972, Alabama State University has undergone a review of its sexual misconduct policies and reporting procedures for all of its students. According to the "Dear Colleague Letter," Title IX, "prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance."

To assist students in recognizing and reporting, as well as seeking assistance if they (or someone they know) experience sexual misconduct, the University outlines and describes impermissible activities and behaviours in its Gender Based Misconduct Policy [9]. This policy is primarily overseen and managed by the University's Title IX Coordinator, with additional support and assistance coming from the Office of the Vice President of Student Affairs, Campus Police and the Violence Against Wo(men) Program. The latter is a campus-wide, coordinated programmatic effort to help reduce offenses in the areas of sexual assault, dating and domestic violence, and stalking [10].

New Campus Offices Fielding and Responding to Student Complaints

To ensure Alabama State University has several modes and avenues for adequately addressing written student complaints, the University recently established two new offices for its students to utilize. In September 2014, the University created The Office of the Student Ombudsman and three months later, in January 2015, it established the Customer Care Center (C³). Since their inception, both new units, along with the divisions of Academic and Student Affairs, have been organized into a decentralized, inter-division group of cooperative offices that work in tandem to receive, review, refer, resolve, report and record issues presented in students' written

complaints. This decentralized but cooperative inter-divisional system for managing the institution's student complaints processes is an approach designed to provide greater student service and support to resolving complaints appropriately and in a timely manner.

While the Model of Institutional Flow of Written Complaints engages several units that report across divisions (Academic Affairs, Student Affairs, and the Office of the President/University Chief of Staff), this decentralized but cooperative inter-divisional system for managing the institution's student complaints processes is an approach designed to provide greater student service and support to resolving complaints appropriately and in a timely manner. General complaints by students may be received by the Office of the Vice President of Student Affairs. All other student written complaints beyond the scope of these new departments are referred to the Office of the Vice President of Student Affairs for further action. Additionally, all complaints involving a violation of university policy, zero-tolerance policies on drugs weapons and fighting, and complaints that may result in sanctions as defined in *The Pilot*, must be referred to the Office of the Vice President of Student Affairs. When receiving student complaints, the Office of the Student Ombudsman and C³ Customer Care Center require students to submit their complaints in writing, which are manually and electronically documented/stored [11]. Office representatives then work with students from the initiation of their complaints to their resolution. Office representatives personally provide the "leg work" by contacting responsible departments and personnel and working along with all involved parties until a resolution is achieved. By electronically filing student complaints and resolutions, all components can be easily retrieved and monitored for time standards. Likewise, any released information is only on a need-to-know-basis and with the approval of the students.

Additional Information about the Office of the Student Ombudsman

With nearly 5,000 undergraduate and graduate students on the campus of Alabama State University, the Office of the Student Ombudsman works with a variety of cases involving several departments on campus. The Student Ombudsman serves as the chief advocate for students in a confidential environment, supporting their successes as they navigate their collegiate responsibilities in pursuit of their degrees. The Ombudsman also serves as the University's Title IX coordinator, and partners with units such as the *Violence Against Wo(Men)* Program to conduct educational programming among students regarding the legislation, policies and requirements. The Select information about this office can be found at the end of this narrative.

Additional Information about the Customer Care Center

In an effort to provide the highest standard of excellence in customer service to the entire Alabama State University family, the Office of the President through the Chief of Staff, has established the Customer Care Center (C³). The C³ is a one-stop “escalation” venue for all issues pertaining to services rendered by the University. Likewise, it serves as a customer-driven resolution office; a centralized point of communication; and a monitor for each complaint submitted [\[12\]](#).

Complaints to the Alabama Commission on Higher Education

The Alabama Commission on Higher Education (ACHE) serves as the coordinating board for higher education. Likewise, the commission approves and oversees Alabama colleges and universities’ capacity to engage and participate in Title IV programs. Alabama State University students, enrolled in both traditional and online learning programs, can register a student complaint with ACHE, utilizing the commission’s online procedure entitled, *Student Complaint Process*.

Student Complaints and Complaint Procedures to the Southern Association of Colleges and Schools Commission on Colleges

In accordance to Federal Requirement (Student Complaints) 4.5 and Comprehensive Standard 3.13 B (Complaint Procedures against the Commission or its Accredited Institutions), ASU maintains a record of non-academic and academic student complaints received by the institution. The decentralized process allows students’ to have complaints recorded and addressed in one of four offices: (1) the newly formed Office of the Ombudsman; (2) Office of Student Affairs; (3) Customer Care Center (C³); and (4) the Office of the Provost and Vice President for Academic Affairs. Each of these offices addresses official student complaints.

If a student has a complaint against the Commission or its member institution, ASU has noted on its website, the following:

Alabama State University (ASU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor’s, master’s, education specialist and doctorate degrees. Contact SACS at 1866 Southern Lane, Decatur, Ga., 30033-

4097, or call 404-679-4500 for questions about the accreditation of Alabama State University (ASU Website).

Students can also register their issues or concerns utilizing the Commission's Complaints Against Institutions: Information Sheet and Form.

Distance and Correspondence Education & Dual Enrollment

Students participating in distance and correspondence education, as well as dual enrollment programs, can easily access and are strongly encouraged to utilize the numerous complaint processes outlined above. If these students experience difficulties navigating any of these processes, then the Office of the Vice President of Students Affairs serves as their first point of contact.

Policies and procedures have been established and are adhered to at ASU to support efficient processing of student complaints. As previously indicated, the student handbook, *The Pilot*, governs the University's systematic and consistent response of for handling student complaints as well as federal and state regulations. It is important to note that all processes for handling student complaints are well documented for implementation across the campus community.

Supporting Documentation:

- [1] [The Pilot](#)
- [2] [Sample Orientation Program Schedule](#)
- [3] [Sample Parent Orientation Presentation](#)
- [4] [Case Files of Student Complaints from the Division of Student Affairs](#)
- [5] [Student Grievance Process](#)
- [6] [Sample Academic Appeals Process](#)
- [7] [Sample Procedures in a Case of Academic Dishonesty](#)
- [8] [Sample Internal Student Complaint Form](#)
- [9] [Gender Based Misconduct Policy](#)
- [10] [Violence Against Women Handbook](#)
- [11] [Sample Cases from the Office of the Student Ombudsman](#)
- [12] [Sample Customer Care Center Flyer](#)

FR 4.6: Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment: X Compliance _____ Non-Compliance

Narrative:

Alabama State University (ASU) produces and publishes recruitment materials and presentations that accurately represent the University's practices, policies and mission as "a comprehensive diverse student- centered public HBCU committed to global excellence in teaching, research and service." Informative recruitment materials for undergraduate and graduate programs are routinely produced and updated, and are designed to present central institutional academic processes and guidelines to students, parents and other constituents. Recruitment information and materials generally describe ASU's admissions processes, its educational programs and curricular requirements, criteria for acceptance, instructions on how to apply for admission to the University, and contact information. The University's website provides online access to published recruitment information for undergraduate and graduate programs.

Recruitment and Presentation Materials for Prospective Undergraduate and Graduate Students at Alabama State University

The Office of Admissions and Recruitment and the Harold Lloyd Murphy Graduate School ensure the integrity and sustainability of recruitment and admissions practices for undergraduate and graduate students at ASU. The Office of Admissions and Recruitment at ASU, organized under the division of Academic Affairs, recruits and admits undergraduates. This unit makes available recruitment materials to potential students via print as well as on its webpage. The Harold Lloyd Murphy Graduate Schools recruits and admits eligible graduate candidates. This office disseminates recruitment materials in print, in person, and on its webpage. Admissions information published in the institution's undergraduate and graduate recruitment materials is applicable to students enrolling in traditional and distance education instruction. The development, review and publication of recruitment materials and presentations at ASU is a collaborative process toward best assuring accurate representation and compliance, may engage several units as appropriate, including academic colleges and departments/Academic Affairs, the Office of Career Services, the institutional SACSCOC

liaison, Athletics, the division of Student Affairs, and the Office of Institutional Advancement/Marketing and Communications.

Process for the Development of Recruitment Materials and Presentations

To ensure the integrity, quality and consistency of publication standards, the Marketing and Communications unit in the Office of Institutional Advancement works cooperatively with the undergraduate and graduate recruitment offices, as well as unit faculty, staff and administrators to publish all recruitment materials at the University. This department utilizes specific guidelines and protocols for official university publications [\[1\]](#). The director in the Office of Admissions and Recruitment, the dean in the Harold Lloyd Murphy Graduate School, and their perspective staff assure the content accuracy in official recruitment materials. Prior to submission of final recruitment materials to the Marketing and Communications unit for production, both the Office of Admissions and Recruitments and the Harold Lloyd Murphy Graduate School use shared processes to solicit feedback and corrections from academic and university service offices whose information is published in recruitment materials. Within these processes, University publications that include information regarding course offerings require approval from the Office of the Provost.

Only the Marketing and Communications unit at ASU can publish brochures, applications for admission, or other documents and information that represent the University. The bulleted list includes samples of ASU's official recruitment materials produced through the shared review process:

- Apply Online Card [\[2\]](#)
- Opportunity is Here Scholarship Card [\[3\]](#)
- Enrollment Commitment Card [\[4\]](#)
- Information Request Card [\[5\]](#)
- Social Media Card [\[6\]](#)
- Recruitment Postcard [\[7\]](#)
- Extended and Online Information Card [\[8\]](#)
- College of Business Administration Degree Program Card [\[9\]](#)
- College of Education Degree Program Card [\[10\]](#)
- College of Education Online Degree Program Card [\[11\]](#)
- College of Health Sciences Degree Program Card [\[12\]](#)
- College of Liberal Arts and Social Sciences Degree Program Card [\[13\]](#)

- College of Science, Mathematics and Technology Degree Program Card [\[14\]](#)
- College of Science, Mathematics and Technology Graduate Degrees Program Card [\[15\]](#)
- College of Visual and Performing Arts Degree Card [\[16\]](#)
- University College – First Year Experience Card [\[17\]](#)
- The Harold Lloyd Murphy Graduate School Information Card [\[18\]](#)
- Graduate School Information Card – Half Page [\[19\]](#)
- Graduate School Information Card – Full Page [\[20\]](#)
- The Levi Watkins Learning Center Information Card [\[21\]](#)
- Division of Continuing Education Information Card [\[22\]](#)

Availability of Recruitment Materials

For undergraduate recruitment, the Office of Admissions and Recruitment disseminates printed recruitment and promotional materials to University stakeholders via mail and in-person at official university events. These activities include the bi-annual Discover ASU Day national interest visit (formerly ASU Connection Day), the President’s multi-city tour, recruitment fairs at high schools and major University traditional events, including recruitment events conducted during the annual Magic City Classic and Founders Day observations. During these events, exhibit-style presentations and information tables are set up, and distribute information on academic programs, tuition, fees and other expenses, financial aid, housing, and other key components of collegiate life at ASU. The institution’s recruitment information strategy includes maintenance of an attractive, interesting navigable website, with a preponderance of the published images being ASU students to present the University’s culture and feel to prospective students (www.alasu.edu). The university has steadily increased its social media presence and by extension, generated an emerging contemporary recruitment tool. The University’s official Facebook page is managed by the Marketing and Communications unit, and is continuously refreshed with “Hornet Happenings”, e.g., featured student, faculty and staff achievements, alumni activities, sporting events, and communications from President Gwendolyn E. Boyd [\[23\]](#). The University also has a presence on Instagram and Twitter. Secondary recruitment information is available to students include: PowerPoint presentations at recruitment events, calendars, institutional catalogs, YouTube and formal videos, and television commercials.

Standard Practices for Publications

At ASU, the following practices facilitate the development of admissions publications that include educational programs/course offerings:

- The Office of Admissions and Recruitment (undergraduate) and/or the Graduate School (graduate) develop publication concepts for layout, then solicit content material from academic departments and service units through the designated dean or director. These two units also solicit feedback from other units as relevant, including business offices, Records and Registration, the Advisement Center, Student Affairs, and Athletics.
- After the various units submit content feedback, Marketing and Communications is consulted on the technical production of the recruitment product.
- Design concepts are collaboratively discussed and finalized.
- Final approval of the layout is authorized by the Office of the Provost/Vice President for Academic Affairs.
- With approval from Academic Affairs, Marketing and Communications develops draft versions for final review before production.

Procedures for Web Publication of Recruitment Materials

Recruitment materials are unrestricted and easily accessible to potential students on the University's website: (<http://www.alasu.edu/admissions/undergrad-admissions/index.aspx>, undergraduate) (<http://www.alasu.edu/admissions/graduate-admissions/index.aspx>, graduate). Prospective students and parents can access recruitment content nationally and internationally for information about the ASU Hornet collegiate experience. The designated Content Management System (CMS) user for Admissions and Graduate School works with Marketing and Communications, the university webmaster, and other offices as necessary to refresh and/or add information periodically to keep the webpages current.

ASU's Marketing and Communications unit manages CMS. A Web Content Manager, provides oversight to each unit's webpage submissions and reviews newly added information before publishing to the live website. Interested and admitted students may visit the University's

webpages at www.alasu.edu and click on the Admissions links (see Table 1) for immediate access to this information below.

Table 1: ASU Recruitment Webpages

Graduate Student Links	Undergraduate Student Links
Graduate Admissions	Undergraduate Admissions
Accepted Students	Accepted Students

Alabama State University is compliant with federal requirements for publication of recruitment materials that accurately represent the institution’s practices and policies. The institution’s recruitment materials support the mission of the University and its admission policies. The University’s publication practices are consistent and apply to all academic programs regardless of delivery mode. Further, the materials fairly represent institutional admissions policies ensuring the integrity of the University’s practices and processes.

Supporting Documentation:

- [1] [ASU's Publication Department](#)
- [2] [Apply Online Card](#)
- [3] [Opportunity is Here Scholarship Card](#)
- [4] [Enrollment Commitment Card](#)
- [5] [Information Request Card](#)
- [6] [Social Media Card](#)
- [7] [Recruitment Postcard](#)
- [8] [Extended and Online Information Card](#)
- [9] [College of Business Administration Degree Program Card](#)
- [10] [College of Education Degree Program Card](#)
- [11] [College of Education Online Degree Program Card](#)
- [12] [College of Health Sciences Degree Program Card](#)
- [13] [College of Liberal Arts and Social Sciences Degree Program Card](#)
- [14] [College of Science, Mathematics and Technology Degree Program Card](#)
- [15] [College of Science, Mathematics and Technology Graduate Degrees Program Card](#)
- [16] [College of Visual and Performing Arts Degree Card](#)
- [17] [University College – First Year Experience Card](#)
- [18] [The Harold Lloyd Murphy Graduate School Information Card](#)

- [19] [Graduate School Information Card – Half Page](#)
- [20] [Graduate School Information Card – Full Page](#)
- [21] [The Levi Watkins Learning Center Information Card](#)
- [22] [Division of Continuing Education Information Card](#)
- [23] [Screenshot, Discover ASU Day \(National Recruitment Event\) Promotion on the official ASU Facebook Page, Spring 2016](#)

FR 4.7 Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended.

CS 3.10.2 Submission of Financial Statements

The institution audits financial aid programs as required by federal and state regulations.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and for all academic programs regardless of delivery mode. The U.S. Department of Education considers ASU to be eligible to participate in Title IV and receive funds under the HEA that governs the federal student financial aid program. This is verified and documented by the Program Participation Agreement (PPA) [\[1\]](#) and a copy of the Eligibility and Certification Approval Report [\[2\]](#).

ASU's current PPA approves participation in Title IV through December 31, 2018 with a Provisional Certification due to a late submission of a compliance audit of its Title IV, HEA programs after the deadline [\[1\]](#). The Eligibility and Certification Approval Report (ECAR) also notes that although ASU has not received any suspensions or terminations of Title IV programs with the U.S. Department of Education in the past three years, the institution was placed on a **Heightened Cash Monitoring 1** (HCMI) on March 4, 2014. The determination was based on the University's failure to submit the FYE annual audit/financials that were due on September 30, 2012. This provisional status remains active in the current PPA. According to the U.S. Department of Education, the Heightened Cash Monitoring 1 (HCM1) means a "school makes disbursements to eligible students from institutional funds and submits *disbursement* records to the Common Origination and Disbursement (COD) System, it draws down FSA funds to cover those disbursements in the same way as a school on the Advance Payment Method." Generally, for past performance violations, schools on Cash Monitoring stay on HCM1 for up to five (5) years from the date of the Citation Letter, which was 09/20/2013 for Alabama State University.

Student Complaints

As of this date, the University has not been notified of any student complaints that have been logged or reported to the U.S. Department of Education. On July 1, 2011, new minimum requirements went into effect concerning state oversight and approvals for postsecondary institutions in order to be eligible to participate in Title IV programs. (34 CFR 600.9) An institution in compliance with federal regulations must be legally authorized by a State to provide a postsecondary education program, and the State must have a process to review and act upon student complaints about the institution. Contact information for the resolution of student complaints for Alabama's public two year and four year institutions as well as Alabama's private institutions <http://www.ache.state.al.us>. Authority and oversight of Alabama's public institutions of higher education is vested in Boards of Trustees as referenced in the Alabama Constitution and legislative acts as cited in the Code of Alabama of 1975.

Default Rate

Alabama State University has a student loan default rate of 15.6 percent based on FY 2012. Those student loan borrowers in repayment status are currently tracked over a three-year period and this tracking arrangement has been in place since FY 2009. At that time, ASU had a student loan default rate of 21 percent, an indication that the institution's default percentage has improved. The national student loan default rate for public four-year institutions is 11.8 percent for FY 2012.

CR 3.10.2 and Audit Findings

ASU is audited annually in accordance with the Single Audit Act (Circular A-133). The A-133 Audit Reports for 2012-2013 (FY 2013) [\[3\]](#), 2013-2014 (FY 2014) [\[4\]](#) and 2014-2015 (FY 2015) [\[5\]](#) are the most immediately recent audits. At the time of the FY 2014 audit, findings were reported relating to Title IV financial aid that had not been resolved. However, corrective action has since been taken and presented, and the Office of the Chief Financial Officer, Post Audit Group (PAG), U.S. Department of Education considers the issues now resolved per the FY 2015 audit findings reconciliation [\[4\]](#). The University comptroller maintains records of all audit files. All of the referenced audits were conducted by Warren Averett CPAs and Advisors.

Warren Averett conducted its audits in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United

States. The FY 2014 findings concerned grants that ED's Office of Postsecondary Education (OPE) had awarded the University under three TRIO programs (Upward Bound, Student Support Services, and Talent Search), and the Higher Education Institutional Aid — Title III program. ED's Office of the Chief Financial Officer, Post Audit Group (PAG), is responsible for resolving the findings as presented in detail below. PAG considered all of this audit's findings resolved, subject to monitoring by OPE, and to verification of compliance, through future audits [\[4\]](#).

Table 1. Status of FY 2014 Single Audit Findings, Recommendations, Institutional Actions and State of Resolution by the U.S. Department of Education Post Audit Group (PAG).

Finding No.	Description	Recommendation	Institutional Action	Resolution per US. Dept of Ed (ED) Post Audit Group (PAG), Office of the Chief Financial Officer
SA-2014-1	Allowable Costs	That the University strengthen its policies and procedures related to charging expenses to Federal grants to ensure that they are in accordance with budgeted line items.	Implemented procedures to ensure that project investigators thoroughly review requisitions to determine allowable purchases according to the approved grant proposals. Grant Management staff will review the matrix of compliance requirements in the Catalog of Federal Domestic Assistance to ensure that requirements are met.	Resolved
SA-2014-2	Allowable Costs	That the University strengthen its policies and procedures related to the allocation and approval of salaries and wages to Federal grants.	The institution's newly designed Grants Management system will minimize the recurrence of the finding.	Resolved
SA-2014-4	Procurement	That the University review and revise its existing policies to ensure it complied with applicable procurement requirements and provided training to employees.	The institution revised its procurement procedures to ensure that professional service contracts include (1) the basis for contractor selection, (2) justification for the lack of competition when competitive bids are not	Resolved

Finding No.	Description	Recommendation	Institutional Action	Resolution per US. Dept of Ed (ED) Post Audit Group (PAG), Office of the Chief Financial Officer
			obtained, and (3) the basis for award cost or price.	
SA-2014-6	Equipment and Real Property Management	That the University strengthen its procedures for identifying and capitalizing equipment leased through a federally-funded program.	Strengthened processes for identifying capital leases on Federal grants. The Chief Accountant of Grants Management will review the lease purchase account to distinguish between capital and operating leases.	Resolved
SA-2014-9	Davis-Bacon Act	That the University strengthen its policies and procedures for federally-funded construction projects to ensure compliance with the Davis-Bacon Act.	Process for immediately notifying the contractor and all its subcontractors of the funding source and would require a copy of the payroll and a statement of compliance. The University monitors the process for compliance with all requirements.	Resolved
SA-2014-12	Allowable Costs/Cost Principles	That the University strengthen the documentation of policies and procedures for allocating salaries and wages to Federal grants and by revising the Disclosure Statement required by the Cost Accounting Standards Board.	The ASU Office of Sponsored Programs and Research to train authorized personnel on proper procedures to ensure all data reported is accurate.	Resolved
SA-2014-13	Cash Management	That the University strengthen its documentation procedures surrounding draws of Federal funds to ensure that they are accurately supported.	Implemented a procedure to detail expenses, as opposed to the summary data it had been accustomed to compiling to support draw downs.	Resolved

Supporting Documentation:

- [1] [Program Participation Agreement \(PPA\)](#)
- [2] [Eligibility and Certification Approval Report \(ECAR\)](#)
- [3] [ASU Combined Financial Audit-A-133 Single Audit for 2012-2013](#)
- [4] [A-133 Single Audit Report for 2013-2014](#)
- [5] [A-133 Single Audit Report for 2014-2015](#)

FR 4.8 Distance and Correspondence Education

An institution that offers distance or correspondence education documents each of the following:

4.8.1 Demonstrates 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 (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) has established procedures for validating that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the course credit. ASU uses a secure portal with a secure login and student-selected password to verify student identity from course or program registration to completion. Beyond login credentials, faculty employ proctored examinations, password protected exams, discussion boards, electronic written work and project submissions to check identity. These procedures apply to students enrolled in distance education courses and programs as well as hybrid courses. ASU does not offer correspondence courses.

Distance Education and Technology Service

The Office of Technology Services (OTS) at ASU has strict policies to protect the University Information Technology Network. The OTS Policies and Procedures Manual [\[1\]](#) provides oversight to the security of ASU's online infrastructure. Applicable policies exist to authenticate student identify, stipulate student privacy, institute course security, and unify requirements for security passwords. Such policies include the University Confidentiality Policy (pg. 4), Student Privacy Policy (pg. 9), Password Policy (pg. 14), and the Password Construction Guidelines (pg. 16). The Board of Trustees approved the OTS Policies and Procedures Manual during an official meeting in November 2014 [\[2\]](#).

ASU utilizes secured web-based Learning Management Systems (LMS) to facilitate online education. The LMS is comprised of Peoplesoft Campus Solutions-Oracle, Blackboard Learn, and Hornet Mail powered by Google student email. Each system is password-protected which verifies student identity. Additionally, faculty members use Blackboard Learn to facilitate instruction in synchronous and asynchronous formats.

Unique Campus-Wide Identification Numbers

A Campus-Wide Identification (CWID) number and password are electronically generated for each student once officially enrolled at the University. The CWID is used to access the institution's Peoplesoft Campus Solutions ERP for course registration and other student services. ASU students register for course enrollment through Hornets Web, an authentication service providing a digital credential for users when accessing protected student data. Users log in to Hornets Web at <http://www.alasu.edu> with their CWID and password for access into the system. In addition, all enrolled students are electronically generated a student email account and password. The email account is the recognized domain for official University-related communications.

At ASU, the Office of Technology Services ensures the security of student identity and interactively monitors the University Information Technology Network for possible breaches as described by the Security Audit Policy (pg. 38) in the OTS Policies and Procedures Manual [11](#). According to the OTS Authorized User Policy, Security and Proprietary Information (pg. 5), as authorized users, "students are responsible for the security of their passwords and accounts and must keep passwords confidential and are not permitted to share accounts". *The Pilot* is the ASU Student Handbook [3](#) and the Academic Dishonesty Policy prohibits cheating which constitutes "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; helping or attempting to help a student commit an act of dishonesty, including buying, selling or transmitting a copy of any examination or test before it shall have been administered; allowing another to copy information during an examination or other academic exercise." ASU policies and procedures govern all enrolled students regardless of the delivery mode of education.

Supporting Documentation:

- [1] [OTS Policies and Procedures Manual](#)
- [2] [Board of Trustees Approval Minutes, November 2014](#)
- [3] [The Pilot Student Handbook](#)

4.8.2 Has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) has written procedures for protecting the privacy of students enrolled in distance education. The Office of Records and Registrations secures the academic records for students enrolled in traditional and distance education. Alabama State University collects, compiles and maintains information on its students in order to enhance University operations. The University fully complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), better known as the Buckley Amendment. Students are notified annually of their rights under FERPA. The guidelines for FERPA are published on the institution’s website at <http://www.alasu.edu/cost-aid/tuition--costs/student-accounts/privacy-act/index.aspx>.

Newly enrolled students are provided information about FERPA protection during student orientation and other information sessions hosted on the ASU campus. University officials provide new students and parents with FERPA information [11](#) and discuss the institution’s process for securing student records. FERPA protection information is also published in several locations on the university’s website, including the students’ Handbook and Policies webpage.

As noted in Federal Requirement 4.8.1, the Office of Technology Service (OTS) at ASU regulates the security of the online infrastructure and authenticates student identify, stipulates student privacy, institutes course security, and unifies requirements for security password. The Student Privacy Policy in the *OTS Policies and Procedures Manual* (p. 9) [21](#), indicates that the “University complies with all of the requirements of the Family Educational Rights and Privacy Act (FERPA).” The FERPA policy is disseminated by several means, including online notification (<http://www.alasu.edu/cost-aid/tuition--costs/student-accounts/privacy-act/index.aspx>

The Pilot, ASU’s student policy and procedures handbook, presents the FERPA policy in print and is published online (<http://www.alasu.edu/student-life/index.aspx>) The Office of Records and Registration, division of Academic Affairs is a point of contact for FERPA related matters because online environments create a record of student activity. Students with concerns about the privacy of their records can also contact the Office of Student Affairs regarding records of

non-academic nature, regardless of the mode of instructional delivery in which they are engaged. At ASU, we are committed to protecting the privacy of a student's educational record regardless of delivery method.

Supporting Documentation:

- [1] [FERPA Handout](#)
- [2] [OTS Policies and Procedures Manual](#)

4.8.3 Has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University currently has no additional student charges associated with the verification of identity for students enrolled in distance education courses or traditional students. Additional fees required of students must be recommended to the Board of Trustees for approval. Upon approval of the additional fees, noted changes will be communicated to students at the time of registration or enrollment and via various media and the University's website.

Supporting Documentation:

N/A

FR 4.9 Definition of Credit Hour

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) has credit hour definitions, policies and procedures that conform to commonly accepted practices in higher education. The institution's credit hour system complies with requirements of the U.S. Department of Education, Southern Association on Colleges and Schools Commission on Colleges (SACSCOC), and the Alabama Commission on Higher Education (ACHE) [1] [2] [3]. The institutional credit hour system is applicable to all modes of instructional delivery, including online and distance education [4] [5].

Credit Hour Definition

Credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. The institution's definition for credit hour(s) for each of its course is based on the amount of engaged learning time per week for one 16-week semester. As described in the institution's Definition of Credit Hour Policy [6], one credit hour is based on the standard Carnegie unit of fifty (50) minutes of classroom or direct faculty instruction delivered over one (1) clock hour of contact, or clock/contact hour, as conducted over a sixteen week academic term [1]. The clock/contact hours representing one credit hour may be prorated based on the length of the academic term (i.e., summer terms, mini terms, other).

The credit hour is an institutionally established equivalency that approximates not less than:

- A unit of measure representing the time and activity required for one hour of credit. This involves the equivalent of fifty (50) minutes of classroom or direct faculty instruction per one (1) hour of credit.
- At least an equivalent amount of work as required and outlined in item 1 above for other academic activities with alternate credit hour calculation as established by the institution including: laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours [1].

ASU operates on an academic calendar year divided into two equal 16-week semesters. Summer terms are operated on a ½ semester calendar (8 weeks), and mini-terms are operated on ¼ semester calendar (4 weeks during summer terms; 8 weeks during fall and spring semesters). Credit hours are formulated based on the semester term system; thus, calculation of clock/contact hours for summer and mini terms is a pro rata calculation of the 16-week semester term timeframe.

Determination of Credit Hour by Course Type

ASU calculates the actual amount of academic work that goes into a single semester credit hour based on the type of course regardless to the mode of delivery as presented below in Table 1.

Table 1. Determination of Credit Hours by Course Type

Source: Alabama State University Credit Hour Policy [6].

Type of Course	Determination of Credit Hours
<ul style="list-style-type: none"> Lectures and Seminars 	<p>One (1) lecture (taught) or seminar (discussion) credit hour represents one (1) clock/contact hour unit (50 minutes) per week of scheduled class/seminar time and 2 hours (120 minutes) of student preparation time over the course of a 16 week semester unless prorated over alternative term lengths (4-week summer mini terms; 8-week semester mini terms). Over any academic term and regardless of term length or delivery mode, one lecture/seminar credit hour represents at least 16 clock/contact hours of class/seminar time and 32 hours of student preparation [4] [5] [7].</p>
<ul style="list-style-type: none"> Laboratory Courses 	<p>One (1) laboratory credit hour represents one (1) clock/contact hour (50 minutes) of direct instruction per week of lecture or discussion time, 1-3 clock/contact hours per week of scheduled supervised or independent laboratory work (50 – 150 minutes) of direct instruction, and 2 hours of student preparation time (120 minutes) per week. Thus for each laboratory credit hour, this calculation represents at least 16 clock/contact hours of lecture or discussion time, 16 - 48 clock/contact hours of laboratory time, and 32 actual hours of student preparation per academic term unless prorated over alternative term lengths. Laboratory courses are constructed on this credit hour formula to award up to 4 semester credit hours. There is a small population of exceptions. For instance, the survey biology laboratory courses are assigned 1 credit hour representing 32 clock/contact hours of laboratory time and 32 actual hours of student preparation per week [8]; some Doctor of Physical Therapy (DPT) programs carry combined lecture and laboratory components with the same credit hour assignment with different clock/contact hours [9] [10].</p>

Type of Course	Determination of Credit Hours
<ul style="list-style-type: none"> • Practica 	One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) usually represents 3-4 clock/contact hours of supervised and /or independent practice per week. Thus one practice credit hour represents between 48 and 64 clock/contact hours of work per 16-week semester unless prorated over alternative term length. Most studio or practice courses are assigned 3 semester credit hours, thus representing blocks of 3 practice credit hours, which equate to a studio or practice course, represent between 144 and 192 total clock/contact hours of academic work per academic term. Most clinical courses are assigned 4-5 semester credit hours whereby each credit hour equates to 40 - 80 clock/contact hours per week in an 8-10 week supervised clinical setting [11] .
<ul style="list-style-type: none"> • Directed Independent Study 	One directed independent study (thesis or dissertation research) credit hour is calculated similarly to practice credit hours [12] .

Alternate Calculation of Credit Hours

The College of Health Sciences and College of Education facilitate the majority of the degree programs accredited by several program-specific agencies, followed by the College of Visual and Performing Arts and the College of Liberal Arts and Social Sciences, and the College of Business Administration. The amount of academic credit awarded for fieldwork, clinical, internship and other experiential courses is established in accordance with the accreditation standards of the respective programs' recognized accreditation agency/ies. In some instances, the minimum amount of clinical time, rather than credits, is determined by the specialized accreditation agency. All clinical coursework meets the institutional credit hour policy as previously described. Table 2 below outlines alternate credit hour requirements in ASU degree programs as established by the respective accrediting agencies.

Table 2. Alternate Calculation of Credit Hours by Programs and Accrediting Agencies

Sources: Accrediting agency websites (CAPTE, ACOTE, CORE, NCATE/NAEYC, AL Dept of Education, NAST, NASAD, NASM, CSWE).

PROGRAM	ACCREDITING AGENCY	ALTERNATE CALCULATION OF CREDIT HOURS
Doctor of Physical Therapy (DPT)	Commission on Accreditation in Physical Therapy Education (CAPTE)	The professional curriculum is at least three academic years (or the equivalent) in length and at least 90 semester credit hours (or the equivalent). The clinical education component is a minimum of 30 weeks of full-time clinical education experiences [13] .
Master of Occupational Therapy (MSOT)	Accreditation Council for Occupational Therapy Education (ACOTE)	Requires a minimum of 24 weeks' full-time Level II fieldwork. Part-time fieldwork acceptable if meeting at 50% full-time equivalent at the fieldwork site [14] .
Master of Rehabilitation Counseling	Council on Rehabilitation Education (CORE)	<p>Practicum requires a minimum of 100 hours of supervised rehabilitation counseling with at least 40 hours of direct service to people with disabilities. Includes an average of one (1) hour per week of individual and ½ hours per week of group (with no more than ten students/ group) [15].</p> <p>Supervised rehabilitation counseling internship activities include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities. Include an average of one (1) hour per week of individual or 1 ½ hours per week of group (with no more than ten students/ group) [16].</p>
Bachelor of Science in Rehabilitation Services with a Concentration in Addiction Studies	Council on Rehabilitation Education (CORE)	Required field experience is no less than 400 clock hours; may include a combination of practicum fieldwork, relevant employment, and internship. A minimum of 40% of the hours must involve direct contact with consumers [17] .
Master of Education - Early Childhood	NCATE/National Association for the Education of Young Children (NAEYC)	<ul style="list-style-type: none"> • Field Experience I - at least 10 hrs • Field Experience II - 7/8 weeks full-time (40 hrs/week) [18].
Teacher Education Programs, Class B, A and AA Certification	Alabama Department of Education	<p><u>Field experiences</u> - requires 150 clock hours prior to the internship; 90 hours is in increments of at least three hours each.</p> <p><u>Internships</u> – Interns progress to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days [19].</p>

PROGRAM	ACCREDITING AGENCY	ALTERNATE CALCULATION OF CREDIT HOURS
Studio Courses and Recitation– Art, Design, Theater, Music	National Association of Schools of Art and Design (NASAD) National Association of Schools of Theater (NAST) National Association of Schools of Music (NASM)	One credit hour is equivalent to 1.5 hours of guided instruction and three hours for studio class preparation each week for 15 weeks (NASAD) [20]. NAST and NASM definitions comport with general institutional definitions for lecture and laboratory course types [21] [22].
Social Work (BSW)	Council on Social Work Education (CSWE)	A minimum of 400 hours of field education for the baccalaureate program [23].

Application of Credit Hour Policy to Courses and Degree Programs

New Course Review Process Summary

As presented in the *Curriculum Guide, 2015 Edition*, the institution’s central curriculum policies and processes manual [24], when new courses are developed, the faculty course initiator(s) rationalize such factors as the course objectives, appropriate course numbering, course credits, student learning outcomes (SLOs), and necessary budget resources. Proposed courses are vetted by departmental faculty and presented for review and action to various departmental and collegiate curriculum review committees. Upon approval at the college level, the dean of the college forwards the course proposal to various university curriculum committee(s) for recommendations. If an undergraduate course, the course proposal is forwarded to the Undergraduate Curriculum Committee. If an undergraduate core/general studies course, it is also forwarded to the Council of Deans and Directors for recommendations on compliance with Alabama Articulation and General Studies Committee (AGSC) state articulation requirements. If a graduate course, it is forwarded to the Curriculum Committee of the Graduate Council. Upon approval, the various body/ies submit a recommendation to the provost/vice president for Academic Affairs, who then forwards undergraduate course proposals to the Faculty Senate. The Faculty Senate reviews the proposal and returns a recommendation to the provost/vice president for Academic Affairs. If a graduate course, the provost/vice president for Academic Affairs conducts the review for approval. Approved course proposals are forwarded to the president for final approval. Following approval by the president, the provost/vice president for Academic Affairs forwards the course information to the Office of Records and Registration for entry into the undergraduate or graduate University catalogs and into the course program inventory database. For the College of Education, new courses and degree programs also

require external review by the Alabama State Department of Education, and may also require SACSCOC review if a new College of Education degree program is proposed. The review process for new courses, and the course and program review processes specific to College of Education curricula, are illustrated below in Figs. 1 and 2, respectively.

Fig. 1. Approval of New Course Process

Source: *The Curriculum Guide, 2015 Edition, p. 36*

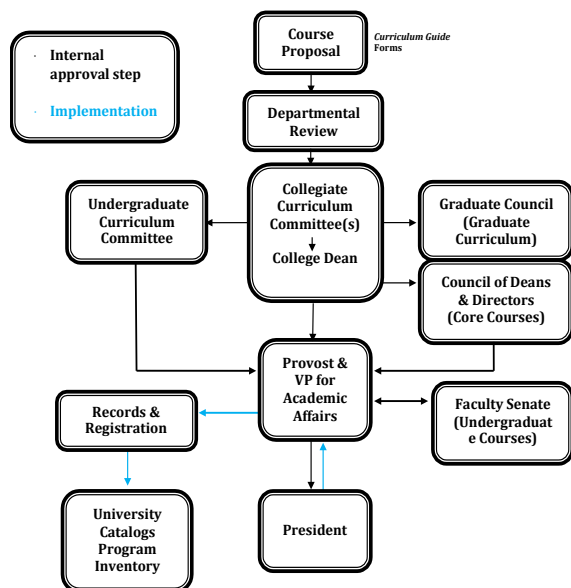
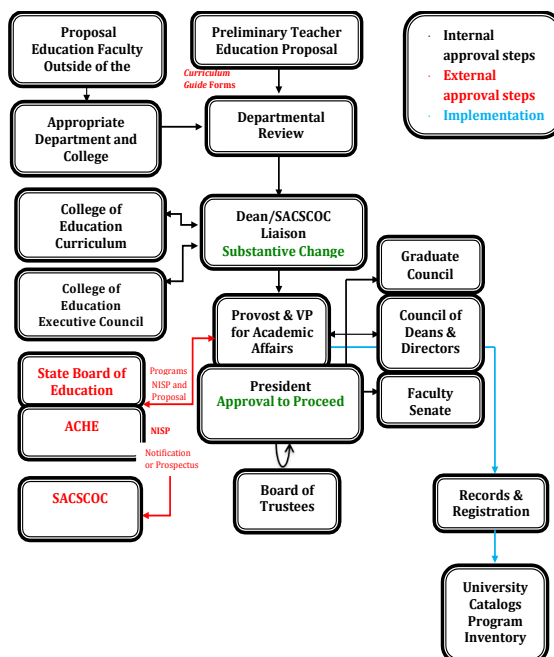


Fig. 2. College of Education Course and Program Approval Process

Source: *The Curriculum Guide, 2015 Edition, p. 44*



At ASU, application of appropriate credit hour designation to courses and degree programs is considered within institutional curriculum processes and is driven by various institutional policies and procedures. The institution offers degree programs that comply with SACSCOC requirements for program length (note CR 2.7.1; see institutional response for FR 4.4), and courses of study that support the ASU mission (note CR 2.7.2) [25] [26]. In addition, all undergraduate degree programs are based upon a general education component that adheres to the requirements of the Alabama Articulation and General Studies Committee (AGSC) statewide general studies curriculum, which all public 2- and 4-year higher education institutions in Alabama must follow [27] [28] [29] (note CR 2.7.3). The University's course work requirements are fully articulated in the institution's undergraduate and graduate catalogs (note CR 2.7.4) [30] [31]. The credit hour policy is considered and addressed for review within the institutional curriculum change process [32]. The institution employs sound and acceptable practices for

determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

SUPPORTING DOCUMENTATION:

- [1] [Credit Hour Definition, U.S. Department of Education](#)
- [2] [SACSCOC Credit Hour Policy](#)
- [3] [Credit Hour Definition, Alabama Commission on Higher Education \(ACHE\)](#)
- [4] [Identical Syllabus – Traditional Course, BIO 127 – General Biology I Lecture, Fall 2015 \(Contributed by Dr. S. Saldanha\)](#)
- [5] [Identical Syllabus – Screenshot, Online Syllabus, BIO 127 – General Biology I Lecture, Fall 2015 \(Contributed by Dr. S. Pillai\)](#)
- [6] [Alabama State University Definition of Credit Hour Policy, Expanded Definition Approved by ASU Board of Trustees, September 25, 2015, as Published in the *Curriculum Guide, 2015 Edition*, Published Spring 2016](#)
- [7] [Sample Lectures and Seminars Syllabus, BIO 450 – Senior Seminar in Biology, Fall 2012](#)
- [8] [Sample Laboratory Course Syllabus, BIOL 128 – General Biology II LAB, Fall 2011](#)
- [9] [Sample Alternate Credit Hours Syllabus, PTH 6553 - Clinical Neurological Physical Therapy, Spring 2016](#)
- [10] [Sample Alternate Credit Hours Syllabus, PTH 6534 – Differential Diagnosis, Spring 2016](#)
- [11] [Sample Clinical Practice Syllabus, PTH 7790 – Clinical Affiliation III, Fall 2015](#)
- [12] [Sample Doctoral Research \(Directed Independent Study\) Syllabus, BIO 799 – Doctoral Research, Spring 2016](#)
- [13] [Commission on Accreditation in Physical Therapy Education \(CAPTE\), Screenshot, Credit Hour Guidelines](#)
- [14] [Accreditation Council for Occupational Therapy Education \(ACOTE\), Screenshot, Credit Hour Guidelines](#)
- [15] [Council on Rehabilitation Education \(CORE\), Screenshot, Graduate Credit Hour Guidelines \(1\)](#)
- [16] [Council on Rehabilitation Education \(CORE\), Screenshot, Graduate Credit Hour Guidelines \(2\)](#)
- [17] [Council on Rehabilitation Education \(CORE\), Screenshot, Undergraduate Credit Hour Guidelines](#)

- [18] [National Association for the Education of Young Children \(NAEYC\), Screenshot, Field Experiences Credit Hour Guidelines](#)
- [19] [Alabama State Department of Education Field Experience and Internship Credit Hour Guidelines](#)
- [20] [National Association of Schools of Art and Design \(NASAD\) Credit Hour Guidelines](#)
- [21] [National Association of Schools of Theater \(NAST\) Credit Hour Guidelines](#)
- [22] [National Association of Schools of Music \(NASM\) Credit Hour Guidelines](#)
- [23] [Council on Social Work Education \(CSWE\) Credit Hour Guidelines](#)
- [24] [Faculty Role in Course Credit Hour Process, Curriculum Guide, 2015 Edition, p.34](#)
- [25] [ASU Mission and Role Statement, 2015 – 2017 Undergraduate Catalog, pp. 4 – 5](#)
- [26] [ASU Mission Statement, 2015 – 2016 Graduate Bulletin, p. 12](#)
- [27] [General Studies Curriculum, 2015 – 2017 Undergraduate Catalog, p. 71](#). Full Catalogs Published at <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>
- [28] [ASU Curricula on the Statewide Transfer & Articulation Reporting System \(STARS\)](#). Published at <http://www.alasu.edu/admissions/undergrad-admissions/transfer-students/area-v/index.aspx>
- [29] [Background on the Alabama General Studies Committee \(AGSC\)](#)
http://stars.troy.edu/what_is_agsc.html
- [30] [ASU Undergraduate Catalogs Inventory](#), Published at <http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx>
- [31] [2015-2016 ASU Graduate Bulletin](#)
- [32] [Example, Curriculum Change Process, College of Education, Educational Leadership, Policy and Law, Ph.D. Program/Level Change VI](#)

CS 3.13 Policy Compliance

The institution complies with the policies of the Commission on Colleges.

CS – 3.13 A: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution, (2) provide the initial year of accreditation, (3) provide the frequency of review/renewal and date of the most recent review by each agency, (4) indicate if negative action was taken by the agency and the reason for such action, (5) provide copies of statements used to describe itself for each of the accrediting bodies, (6) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (7) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) adheres to the Commission on Colleges policies and provides evidence of compliance in part by describing itself consistently to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies applicable to the institution. ASU is also governed by the State of Alabama Commission on Higher Education (ACHE). The University has garnered accreditations from thirteen (13) specialized accrediting agencies as noted in the table provided in the narrative.

Reports prepared for the institution's accredited programs from 2007 until the present time contain in most cases identical descriptive information. The commonalities in the descriptive

information reported to agencies that accredit specialized degree programs include publication of program point(s) of contact, links to the program's ASU webpage, and program contact information. Institutional documents show that there are some variations in descriptive information due to changes that have occurred over the 2007 – present time span. Many of the descriptive variances involve qualitative or quantitative institutional profiles such as increases in the degree programs inventory, changes in personnel, finances, and/or the evolving institutional mission (two revisions since 2007) [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#). The institution has also achieved the SACSCOC Level VI status in 2014 [\[5\]](#).

The institution maintains and reports other archival data on accredited programs (e.g., date of initial accreditation, accreditation review cycle, notice of negative action, and access to agency documentation maintained on member institutions). Examination of the recently reviewed Specialized Accreditation Agencies Inventory (below) shows that 100% of the institution's accredited programs report no negative status with the respective accrediting agencies. The institution's specialized accrediting agencies with some selected descriptions such as year of initial accreditation, frequency of review/renewal and related documentation, as well as access to agency and institutional information are listed below.

**Alabama State University
Specialized Accreditation Agencies Inventory
Office of the Provost/Vice President for Academic Affairs**

LAST UPDATE: _____ SPRING 2016 _____

Agency	Year of Initial Accreditation	Frequency of Review/ Renewal	Last Accreditation	Negative Action? (If "Yes" please explain)	Documentation (including copies of all accreditation certificates)
The Accreditation Council for Business Schools and Programs (ACBSP)	1993	Review reports are done every two years. The Accreditation is renewed every ten years	2013	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Alabama State University 2013 Reaffirmation Feedback Report
Accreditation Council for Occupational Therapy Education (ACOTE)	2000	Varies	2005; 2 year accreditation period; 2010; 7 year accreditation period. Next review in 2016/2017.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	ACOTE: http://www.aota.org/Education-Careers/Find-School/AccreditEntryLevel/OTMasters.aspx
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	2000	Annually		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CAHIIM: http://www.cahiim.org/directoryofaccredpgms/programdirectory.aspx [Note: CAAHEP was the original accreditation agency before changing to CAHIIM.]
Commission on Accreditation in Allied Health Education (CAAHEP) through the National Commission on Orthotics and Prosthetics Education (NCOPE)	2014	Varies	3 year accreditation period. Next review in 2017.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NCOPE: http://www.ncope.org/students/schools/ CAAHEP: https://www.caahep.org/Find-An-Accredited-Program/
Commission on Accreditation in Physical Therapy Education (CAPTE)	2002	Varies	2008; 10 year accreditation period. Next visit in 2017.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CAPTE: http://www.capteonline.org/apta/directories/accreditedschools.aspx?type=PT&navID=10737421958&LOC=AL&STYPE=PT&ID=FBA2A470-FCBB-4047-85B9-D72F493520FD

Agency	Year of Initial Accreditation	Frequency of Review/ Renewal	Last Accreditation	Negative Action? (If "Yes" please explain)	Documentation (including copies of all accreditation certificates)
Council for Accreditation of Counseling & Related Educational Programs (CACREP)	2013	8 Year Cycle	2013	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CACREP: http://www.cacrep.org/directory/?state=AL&pt_id=&pc_logic=any&keywords=&submitthis=
Council on Rehabilitation Education (CORE) [Rehabilitation Counseling]	2011	Varies (3 year candidate accreditation and up to 8 years after).	2014; 8 year accreditation period. Next visit in 2022.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CORE: http://www.core-rehab.org/Files/Doc/PDF/CORE%20List%20of%20Programs%202015-16.pdf
Council on Rehabilitation Education (CORE) through the Commission on Undergraduate Standards and Accreditation (CUSA) [Rehabilitation Services]	2012	Varies (3 year candidate accreditation and up to 8 years after).	2015; 8 year accreditation period. Next visit in 2022/2023.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CORE: http://www.core-rehab.org/Files/Doc/PDF/CORE%20Undergrad%20List%20of%20Accred%20Programs%202015-16.pdf
Council of Social Work Education (CSWE)	1987	8 Years	2008	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CSWE: http://www.cswe.org/Accreditation/Accredited-Programs/18751.aspx
National Association of Schools of Music (NASM)	1972	10 Years	2008	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NASM: http://nasm.arts-accredit.org/index.jsp?page=List_Accredited_Members
National Association of Schools of Theatre (NAST)	2010	5 Years	2010	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NAST: http://nast.arts-accredit.org/index.jsp?page=List_Accredited_Members
National Association of Schools of Art and Design (NASAD)	2013	5 Years	2013	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NASAD: http://nasad.arts-accredit.org/index.jsp?page=List_Accredited_Members
National Council For Accreditation of Teacher Education (NCATE) Jointly with the Alabama State Department of Education (ALSDE)	1935	7 Year Cycle	2008	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NCATE: http://www.ncate.org/tabid/177/Default.aspx?ch=106&state=al

Supporting Documentation: 3.13 A

- [1] [Institutional Mission, 2004 – 2006, Undergraduate Catalog, p.4](#)
- [2] [Interim Institutional Mission, 2003 – 2013 \(Disbanded upon development of Vision 2020, 2010 - 2020](#)
- [3] [ASU Mission, Vision 2020](#)
- [4] [Institutional Mission, 2015: http://www.alasu.edu/about-asu/history--tradition/mission-statement/index.aspx](http://www.alasu.edu/about-asu/history--tradition/mission-statement/index.aspx)
- [5] [Institutional Letter of Notification, Level VI Status, SACSCOC](#)

CS 3.13 B: Complaint Procedures against the Commission or its Accredited Institutions

Applicable Policy Statement. In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Documentation: Normally, this record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation; however, during the fifth-year interim review, when addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized).

Judgment: X Compliance Non-Compliance

Narrative:

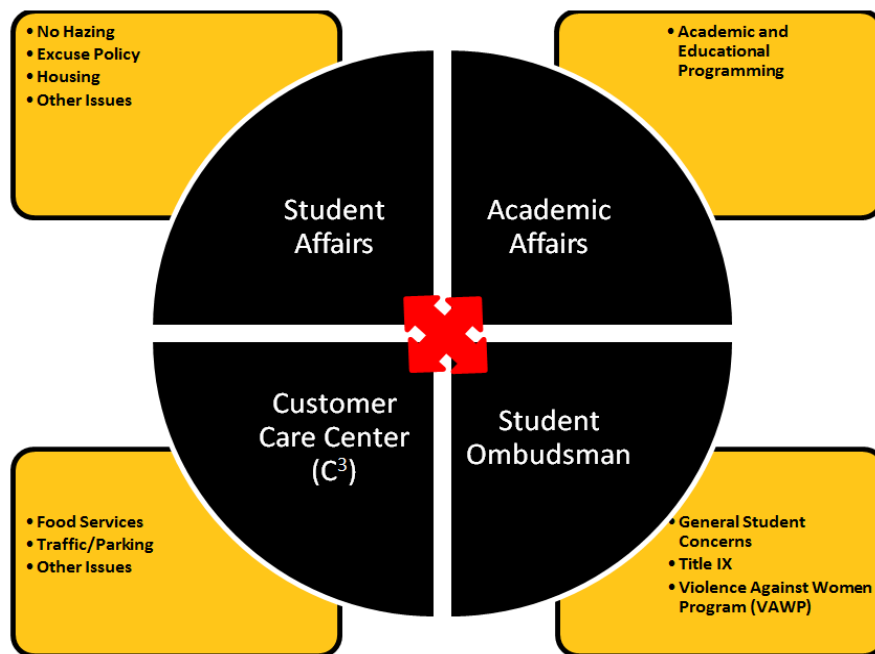
In accordance with FR 4.5 and Commission requirements, Alabama State University (ASU) maintains records of non-academic and academic student complaints received by the institution.

Institutional Complaints Offices

The University employs a decentralized but interactive process whereby complaints are addressed and officially recorded in one of four offices based on the nature of the complaint and institutional point of contact with a complainant: (1) the Office of the Ombudsman; (2) Office of Student Affairs; (3) Customer Care Center (C3); and (4) the Office of the Provost and Vice President for Academic Affairs. Each of these administrative and affiliated unit offices addresses official student complaints in a cooperative manner based upon the nature of the complaint. The following figure illustrates the intake of written complaints relative to the nature of the complaint, and the cooperative interaction among specific offices that engage toward resolution (see institutional response, FR 4.5).

Figure 1 below illustrates the intake of written complaints relative to the nature of the complaint, and the cooperative interaction among specific offices that engage toward resolution.

Fig. 1. Model of Institutional Flow of Written Complaints



Academic and Instructional Grievances

Alabama State University clearly articulates the process for student academic grievances in the Student Handbook, *The Pilot*. Both undergraduate and graduate students utilize this process [1]. In addition, undergraduate and graduate students also have the right to file a complaint (referred to as the Internal Complaint Process for Students Regarding Educational Programs) with an Alabama State University designee about 1) a violation of state consumer protection laws; 2) violation of state laws or rules related to the licensure of postsecondary institutions; or 3) complaints concerning students' quality of education or state accreditation requirements. The Associate Provost for Academic Affairs is the point of contact for this process <http://www.alasu.edu/about-asu/accreditation/internal-complaint-process/index.aspx>. Files and documents generated under this process are required to be stored under secured lock in the Office of the Provost and Vice President for Academic Affairs. To date, the university has not adjudicated any complaints through this process since implementation (2015).

Faculty complaints as lodged under statutes 3.8.1 and 3.8.2 of the grievance process as articulated in *The Faculty Handbook* generate files that may be transmitted through several offices, including units at the departmental, college, and provost levels, as well as specific standing committees charged with execution of the university's faculty grievance process [2]. The Office of the Provost and Vice President for Academic Affairs maintains stored, locked files of the final determination.

Non Academic Grievances

Staff complaints are generally fielded, processed and resolved under statutes 6.2.1 and 6.2.2 of the Human Resources Policies & Procedures Manual at ASU. Files are by function transmitted through several offices, from the unit to the president and General Counsel. The Offices of Human Resources, the President, and other offices may be responsible for locked storage of files based on the nature of the grievance [3].

The Office of the Student Ombudsman serves as the chief advocacy unit for students in a confidential environment, supporting their success as they navigate collegiate responsibilities in pursuit of their degrees. Additionally, Title IX complaints are handled through the Office of the Ombudsman according to federal guidelines. The Ombudsman's office maintains student files under locked storage and maintains information in the form of individual student files. These student files generally consist of statements, contacts, support documents, and recorded actions as appropriate. Depending upon the nature of the complaint received by the Ombudsman's office, confidential records may be locked with redacted names.

Records on student complaints are mostly filed and maintained under locked storage through the Office of the Vice President of Student Affairs and, at times, in partnership with the Department of Public Safety. The University's federal Violence Against Wo(Men) Program (VAWP) (<http://www.alasu.edu/student-life/wellness--safety/vawp/mand-training/index.aspx>), Counseling Services (<http://www.alasu.edu/current-students/wellness--safety/counseling-services/index.aspx>), American with Disabilities Act (ADA)-protected files, and Veteran's Administration (VA)-protected files are maintained in unit offices under the purview of the division of Student Affairs are maintained according to agency guidelines.

In an effort to provide the highest standard of excellence in customer service to the entire ASU family, the Office of the President through the Chief of Staff has established the Customer Care

Center (3C). The 3C is a one-stop “escalation” venue for all issues pertaining to services rendered by the University <http://www.alasu.edu/news/news-details/index.aspx?nid=2301>. Because the 3C “directs traffic” assisting complainants reach the appropriate offices for further action on their issues, files from various offices can be collected and organized during the complaint process. Logging complaints processed by 3C is maintained by a program called Freshdesk. All of the ticket entries and results are kept in Freshdesk and are received by the Chief of Staff's office as a manner of logging contact records. An inventory of the institutional complaints management process, including prevailing policy sources, responsible offices, common complaint elements, and location of official records is presented [41](#).

Student Complaints and Complaint Procedures to the Southern Association of Colleges and Schools Commission on Colleges

In accordance to Federal Requirement 4.5 (Student Complaints) and Comprehensive Standard 3.13 B (Complaint Procedures against the Commission or its Accredited Institutions), ASU maintains a record of non-academic and academic student complaints received by the institution. The decentralized process allows students' to have complaints recorded and addressed in one of four offices: (1) the newly formed Office of the Ombudsman; (2) Office of Student Affairs; (3) Customer Care Center (CARE); and (4) the Office of the Provost and Vice President for Academic Affairs. Each of these offices addresses official student complaints.

If a student has a complaint against the Commission or its member institution, ASU has noted on its website, the following:

Alabama State University (ASU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACS) to award bachelor's, master's, education specialist and doctorate degrees. Contact SACS at 1866 Southern Lane, Decatur, Ga., 30033-4097, or call 404-679-4500 for questions about the accreditation of Alabama State University (ASU Website).

Students can also register their issues or concerns utilizing the Commission's Complaints Against Institutions: Information Sheet and Form.

Supporting Documentation: 3.13.B

- [1] [Screenshot, Student Academic Appeals Procedure, The Pilot, p. 82](#)
- [2] [The Faculty Handbook, Faculty Grievance Process, 3-23 through 3-25](#)
- [3] [ASU Human Resources Policies & Procedures Manual, Staff Grievance Process, pp. 51 - 52](#)
- [4] [Inventory of Complaints Management](#)

CS – 3.13 C: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement: An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment: X Compliance Non-Compliance

Narrative:

Alabama State University (ASU) offers several modes of delivery for distance learning programs and courses. The degree programs offered include the Transitional Doctor of Physical Therapy (tDPT), the Master’s and Educational Specialist program in Library Education Media, the Master of Science in Applied Technology, and the Master of Education in Early Childhood Education and Elementary Education. Additionally, several programs offer selected courses through the distance learning process. Alabama State University does not offer correspondence education courses or programs.

Assessment of Compliance with Distance Education-applicable Standards

Internal assessment of compliance with distance education-specific standards is ultimately conducted through the institutional effectiveness process. As presented in *ASU 2025* strategic goal 7, continuous improvement is at the heart of ASU’s institutional effectiveness approach [11](#). The division of Academic Affairs pursues supporting goals and objectives that align with the guiding institutional goals [12](#). The institution’s distance education advisory group, the Committee on Distance Education Technology, in 2011 conducted an institutional study to 1) explore aspects of the ASU academic curriculum that could include distance education, 2) review the technological resources needed to support a distance education program, and 3) identify the type of training needed by faculty and others to carry out our goals and objectives of a distance education program [13](#). With the advent of the new Division of Academic Affairs *Strategic Roadmap 2025*, recommendations forwarded by the committee can be vetted against the divisional goals and objectives for strategic action. The Academic Affairs Strategic Roadmap is the official mechanism for assessment and reporting of academic priorities within the institutional effectiveness process [14](#). The 2016, academic units conducting or planning to

conduct distance education activities will monitor progress and compliance through the institutional effectiveness process [5].

Toward establishing and conducting effective distance education capacity at ASU, the Office of Extended Learning and Online Programs (ELOP) unit was formed in 2014 with an operating purpose to serve ultimately as a central information unit within the institution's Distance Education (DE) framework. The full functions ELOP will include unit planning, inter-institutional DE policy/guidelines and publication monitoring and review (including unit review of compliance with SACSCOC admissions, recruitment and publication policy and best practices), and development of an assessment plan/report that aligns with the institutional effectiveness process (to include monitoring compliance with admissions and recruitment publication policies). In line with Division of Academic Affairs' strategic goals and objectives, ELOP has been organizationally incorporated into the unit operations reporting to the Office of Academic Affairs as noted in the following link: <http://www.alasu.edu/academics/distance-education/index.aspx>.

External assessment of institutional compliance with distance education-specific standards is conducted through the SACSCOC reporting and review process. In compliance with the institutional effectiveness process, institutional goals and objectives are monitored and assessed (see CS 3.3.1.1 institutional response; note CR 2.5, CS 3.3.1.2). In addition, academic units with accredited degree programs conduct additional assessment reporting as mandated by the respective agencies, including distance education-specific requirements.

Supporting Documentation: 3.13. C

- [1] [Goal 7, Continuous Improvement, ASU 2025: Excellence, Innovation, Opportunity. Strategic Plan \(2015-2025\)](#)
- [2] [Goal 7, Roadmap 2025 Division of Academic Affairs Strategic Plan, p.15](#)
- [3] [Committee Report, Committee on Distance Education Technology](#)
- [4] [Roadmap 2025 Division of Academic Affairs Strategic Plan](#)
- [5] [Sample 2016 – 2017 Unit Goals and Objectives by Unit, Division of Academic Affairs](#)



Fifth-Year Interim Report

Part IV: Fifth-Year Interim Follow-Up Report

(Not Applicable to Alabama State University)

ASU

**ALABAMA STATE
UNIVERSITY**



Fifth-Year Interim Report

Impact Report of the Quality Enhancement Plan

ASU

**ALABAMA STATE
UNIVERSITY**

Part V: Fifth Year Interim QEP Impact Report

SECTION 1: GOALS AND INTENDED OUTCOMES OF THE QUALITY ENHANCEMENT PLAN (QEP)

In 2010, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the Alabama State University (ASU) five-year Quality Enhancement Plan (QEP) titled *Enhancing the Culture of Learning through Literacy in the First-Year Experience*. The ASU QEP was borne out of extensive student performance evaluation, engaged the ASU faculty on focusing the scope of the plan, and was ultimately designed to enhance the culture of learning at ASU by integrating intensive literacy instruction into designated core curriculum courses. As a result of those evaluations, the literacy areas that were identified as most important for ASU students' development and focus of the QEP were **reading/writing literacy (RWL)**, **quantitative literacy (QL)**, and **information literacy (IL)**. Now in its fifth year, the ASU QEP identifies student learning outcomes (SLOs) in these literacy areas, and targets literacy outcomes in core curriculum courses required of all ASU students during their first year. Classroom instruction to achieve the literacy outcomes incorporates strategies for interactive and collaborative teaching and learning, active learning and a wide variety of writing experiences for critical thinking and problem solving assignments, and for technology use, team work, and service learning projects. Careful monitoring and assessment of student learning are hallmarks of the ASU QEP literacy program.

The goals and the intended outcomes of the ASU QEP are:

QEP Goal 1: Students completing courses designated for focused literacy instruction will demonstrate enhanced competence in reading/writing, quantitative and information literacy knowledge and skills. **Intended Outcome:** At least 60% of students in core courses will score 3 or better (on a 4-point scale) on each of the three literacies.

QEP Goal 2: Focused literacy instruction will positively impact course completion rates in core curriculum courses. **Intended Outcome:** Completion rates in cores course will increase to at least 66%.

QEP Goal 3: Focused literacy instruction will increase students' proficiency scores on the ETS Proficiency Profile Test and Standardized Assessment of Information Literacy Skills (SAILS) test. **Intended Outcome:** At least 10% increase in the QEP cohorts' post assessment scores in both the ETS Proficiency Profile Test and Standardized Assessment of Information Literacy Skills (SAILS) standardized tests.

QEP Goal 4: Faculty who teach courses designated for literacy-focused instruction will engage in professional development activities to extend their knowledge of and expertise in the use of instructional strategies and pedagogy most appropriate for improving student achievement in the literacy areas. **Intended Outcome:** At least 90% of QEP core course faculty will express satisfaction with QEP-targeted professional development opportunities.

SECTION 2: DISCUSSION OF CHANGES MADE TO THE QEP AND REASONS

Reorganization of University College in 2012

Prior to 2012, University College, a non degree-granting academic unit, served as the "college of entry" for all new undergraduate students entering ASU, and facilitated most of the institutional core curriculum courses through the Departments of Humanities, Mathematics & Science, as well as the Advancement Studies (developmental education program). Other units reporting to University College included several support tutorial labs and the Academic Advisement Center. After two years of review by university academic officials, University College was reorganized in 2013, resulting in the distribution of core curriculum (and by extension, QEP-designated) courses in English, humanities, history, mathematics and biology across the degree-granting units the College of Liberal Arts and Social Sciences (CLASS), and the College of Science, Mathematics and Technology (CSMT). The Academic Advisement Center was also transferred to the new Office of Academic Success, division of Academic Affairs. University College retained oversight authority for the Department of Advancement Studies and other ancillary functions, including the

university orientation courses and Federal TRIO Programs. The QEP staff continued to provide oversight of QEP advisement, registration, and placement of students in the QEP core curriculum courses. The instructional support centers and staff, and the Academic Advisement Center continued the work with the QEP office, as well as QEP faculty, although through a significantly more decentralized approach. Assessment activities continued through the relevant QEP-designated courses after transfer to the respective degree-granting colleges.

SECTION 3: QEP IMPACT ON STUDENT LEARNING AND/OR THE ENVIRONMENT SUPPORTING STUDENT LEARNING

Following decennial reaffirmation in 2010 and approval of the QEP, the institution endeavored to move quickly from the blueprint stage to implementation of the QEP. The ASU QEP Office was established and launched with a staff of four professionals: a QEP director, a staff associate, an academic advisement coordinator, and an information literacy coordinator. The QEP budget was reviewed by SACSOC and deemed adequate for the successful implementation of the QEP, and ASU began implementation of its ambitious QEP fall 2010.

Twelve (12) core curriculum courses were designated as QEP courses. QEP-designated courses by definition integrated one or more of the three targeted literacies and learning outcomes as a part of instruction and student learning outcomes assessment within each course. The 12 QEP courses, their embedded literacy SLOs, and the number of students impacted during the 5-year period (2010-2015) are shown in Table 1.

QEP scoring rubrics were first developed and piloted by the faculty, then adopted and used to assess student performance for each literacy area embedded within the QEP core courses. The faculty completed a series of workshops, seminars and training sessions on developing assignments/projects that could assess the identified literacies. The literacy learning outcomes for the three literacy areas are as follows:

READING/WRITING LITERACY (R/WL)

1. Students will be able to read and respond in writing to challenging texts that demand critical thinking.
2. Students will be able to demonstrate effective use of various patterns for organizing and developing written communication.
3. Students will be able to recognize and use correctly and effectively the rules and conventions of standard English.

Quantitative Literacy (QL)

1. Students will demonstrate knowledge of fundamental mathematical concepts, symbols, and principles in performing basic computational operations.
2. Students will interpret mathematical, quantitative models (such as formulas, graphs, charts, tables, maps) that describe real-world phenomena.

Table 1. QEP-designated Courses, Embedded Literacy Outcomes and Total Numbers of Students

Course Name	Reading-Writing Literacy	Information Literacy	Quantitative Literacy	# of Students Assessed, 2010 - 2015
BIO 127- General Biology	✓	✓	✓	5272
BIO 128- General Biology	✓	✓	✓	3864
ENG 131- English Composition	✓	✓		2583
ENG 132- English Composition	✓	✓		1784
ENG 140- English Composition- Honors	✓	✓		138
ENG 141- English Composition- Honors	✓	✓		158
GEO 206- World Geography	✓	✓	✓	4433
HIS 131- World History	✓	✓	✓	5126
HIS 132- World History	✓	✓	✓	3954
MAT 136- Finite Math			✓	2893
MAT 137- Pre-Calculus			✓	2574
MUS 121- Music Appreciation	✓	✓		2420

- Students will demonstrate competence in analytical and quantitative reasoning skills as these apply to real-world situations (such as basic financial operations like balancing a checkbook, calculating interest, managing investments, reviewing mortgage options).

Information Literacy (IL)

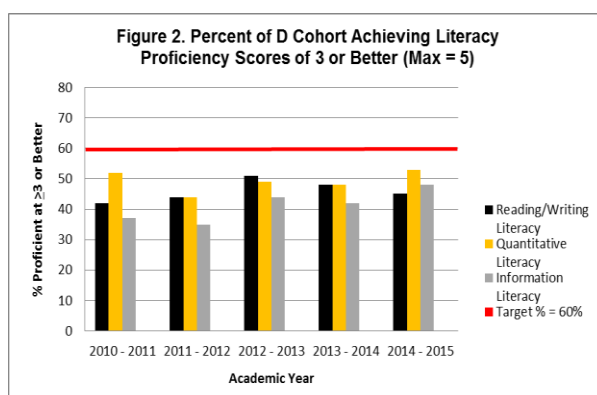
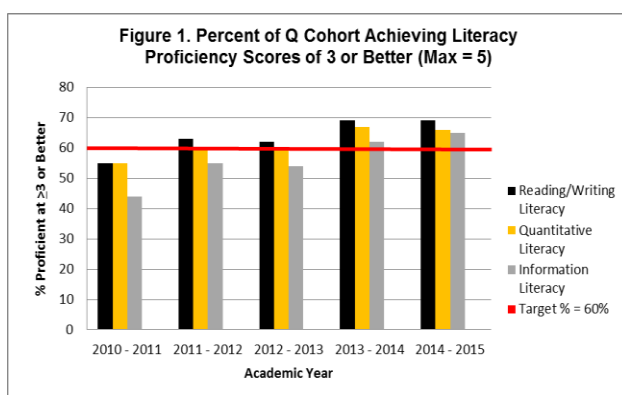
- Students will be able to identify and articulate their information needs in the process of defining a problem, question, or project for research.
- Students will be able to use library and information technology tools and resources to carry out research.
- Students will be able to design and execute a research project using a systematic process to collect, analyze, and present information in written formats, properly incorporating, citing, and documenting sources.

As first-time, full-time, degree-seeking students entered ASU, QEP cohorts were established for the monitoring of and the assessment of the QEP. Each QEP cohort was divided into two groups: **Q Group (Non-Developmental)**, students who were admitted unconditionally and enrolled in core courses identified for QEP instruction, and **D Group (Developmental)**, students admitted unconditionally but were required to enroll in one or more developmental courses based on placement data.

During the 2010 implementation year, the QEP called for faculty to submit course assessment reports (literacy proficiency scores) to the QEP Office for each student in a section of the QEP course. During the first year of implementation, faculty recorded and submitted scores on a hardcopy form provided by the QEP Office, and data were manually analyzed. With the implementation of a new campus Enterprise Resource Planning (ERP) System, PeopleSoft, faculty were trained and began to report QEP scores electronically through the PeopleSoft system beginning the 2011-12 academic year. Progress achieved toward the intended outcomes for each of the QEP's four goals is presented below.

QEP Intended Outcome 1 - At least 60% of students in core courses will score 3 or better (on a 4-point scale) on each of the three literacies.

Figures 1 and 2 below summarize the data for QEP intended outcome 1 among the Q and D cohorts, respectively.



Q cohort = First time, full-time (FT/FT) freshmen students who did not enroll in any developmental courses.

D cohort = First time, full-time (FT/FT) freshmen students who did enroll in at least one (1) developmental course.

Sources:

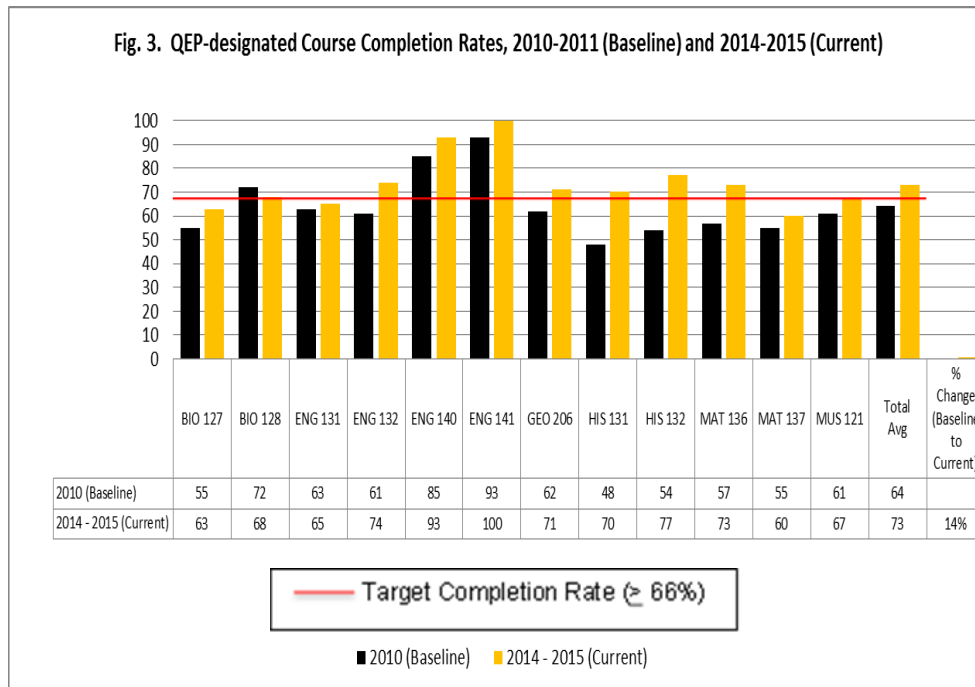
QEP Office and Office of Records and Registration. Data queries conducted by the Office of Technology Services, Alabama State University.

Intended Outcome 1: Analysis

Figures 1 and 2 summarize the data for each of the cohorts. Among the Q cohorts, after the initial 2010-2011 academic year, the targeted % of students demonstrating proficiency scores of 3 or better through rubrics-driven in-courses assessments (60%) was achieved in all areas except for information literacy; however, by the 4th QEP year, the target % was reached in all areas, and has been since sustained (Fig. 1). Among the D cohorts, the target was not met for any of the literacies. The highest % proficiency scores have most consistently been observed within quantitative and reading/writing literacy. Encouragingly, by the 5th year of the QEP, an upward trend of improving proficiency scores is emerging with proficiency scores rising toward the 60% target (Fig. 2).

QEP Intended Outcome 2 - Completion rates in cores course will increase to at least 66%.

The institutional course completion rate is defined by ASU as the percentage of students who successfully complete a course by receiving a passing/satisfactory grade of (A, B, C, or P) out of the total number students enrolled in the course²⁰. The data for QEP intended outcome 2 are presented in Figure 3.



Intended Outcome 2: Analysis

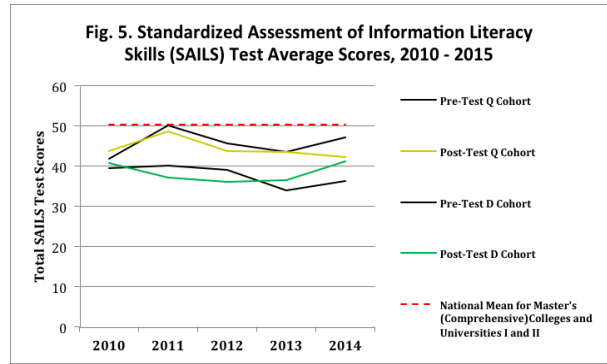
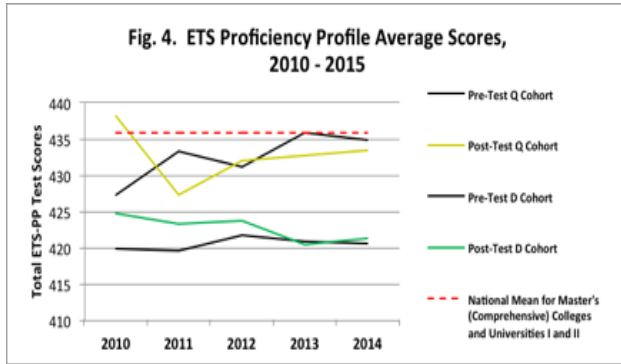
As shown in Fig. 3, the targeted 66% course completion rate was achieved in 10 of the of the 12 QEP-designated core curriculum courses by the 5th year of the QEP literacy initiative; course completion rates improved across 11 of the 12 QEP courses from the baseline 2010 period to present. At the end of the 1st QEP year, the course completion rate average among all QEP courses

combined was below the targeted 66% threshold (64%); however, by 2015, the average successful completion rate has increased to 73%, a 14% improvement. The completion rates for honors QEP courses (ENG 140 and 141) are also shown in Figure 3, which were consistently at very high levels. It is noted that students comprising both the Q and D cohorts are enrolled in various combinations of the QEP-designated courses. For example, a student designated to the D group because they enrolled in one developmental mathematics course (based on ACT sub-scores placement) may actually be enrolled in college-level English courses and vice versa. Such D cohort students' course completion rates in the QEP-designated core curriculum courses have been captured within the total course completion rates.

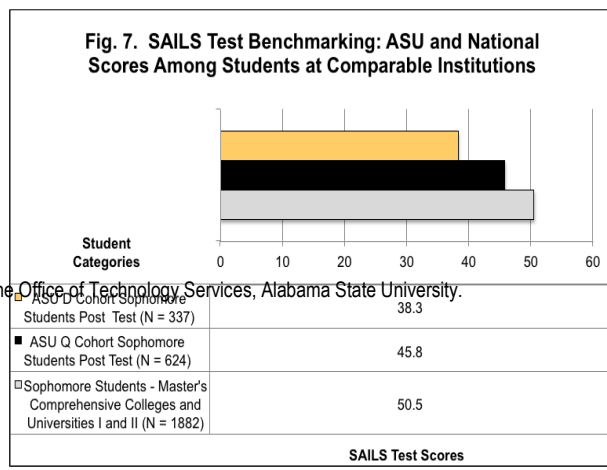
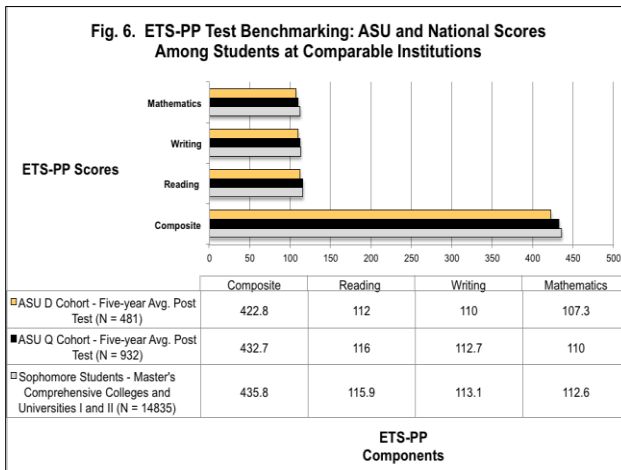
²⁰ Grades for AU (Audit), W (withdrawal in good standing), IP (In Progress), and X (Non-Attendance) are not included in the successful course completion formula.

QEP Intended Outcome 3 - At least 10% increase in the QEP cohorts' post assessment scores in both the ETS Proficiency Profile Test and Standardized Assessment of Information Literacy Skills (SAILS) test.

For QEP intended outcome 3, the ETS Proficiency Profile (PP) test composite score and sub-score data are presented in Figure 4, and the SAILS test scores are shown in Figure 5. ASU performance data compared with national mean data on these two exams are presented in Figures 6 and 7.



In order to define Q and D cohorts' performance on standardized tests and thresholds for achievement on the ETS-PP and SAILS tests, ASU students' post-test performance was benchmarked against national scores among students at comparable institutions. The resulting data are shown in Figures 6 and 7.



Sources: ASU QEP Office, Educational Testing Service, Inc.

Intended Outcome 3: Analysis

Based on the analysis of comparative ETS-PP and SAILS Tests data as shown below shown in Figures 4 and 5, respectively, respectively, the target of a 10% increase on the post-test administration was not met. On a review of the scores, it became evident that a lack of appropriate motivational strategies while testing the students was one of the primary reason for the post-test scores not showing an improvement over the pre-test scores. In fact, a significant number of students showed a deterioration in their post-test scores that negatively impacted the average. Q cohort students on average scored favorably on both the ETS-PP and SAILS tests when compared with the average score of students from comparable level institutions.

QEP Intended Outcome 4 – At least 90% of QEP core course faculty will express satisfaction with QEP-targeted professional development opportunities.

Table 2 (below) presents the ongoing professional development activities conducted over the 5-year conduct of the QEP.

Table 2. QEP Professional Development Workshops and Presentations, 2010 - 2015

Date(s)	Workshop Title	Participant Feedback
January 5-7, 2010	QEP Workshops with University College Faculty: effectiveness of Syllabi & Instruction; Use of Rubrics; Reporting Literacy Scores	99% of the participants (96) were satisfied with the quality of the sessions, and agreed the substance of the QEP program will be useful in the planning and implementation teaching assignment.
April 2011	QEP Workshop/Forum with University College Faculty	99% of the participants (96) were satisfied with the quality of the sessions.
August 2011	<i>Writing to Win</i> : Consultants on Teaching Writing—Erincourt Consulting, Inc.	77% of the participants (96) were satisfied with the quality of the sessions and believed that the workshop content and resources would be helpful in their instruction teaching.
Each Semester Fall 2011 through Spring 2015	<i>Faculty QEP Roundtable</i> : Faculty QEP Roundtable Discussion was an academic discussion about QEP rubrics, assignments and proficiency scores.	94% of the participants (96) revealed that the roundtable discussions enhanced their teaching of Reading/Writing, Quantitative, and Information Literacy.
March 2013 March 2013 April 2013	<i>Integrating Information Literacy into the First Year Webinar</i> : The goal of this webinar was to help make first-year students academically successful by integrating information literacy into first-year experience courses.	91% of the participants (96) were satisfied with the quality of the sessions, and the webinar provided a better understanding of how to create authentic research opportunities for first-year students.
May 2013	<i>QEP & Academic Advising Lunch & Learn</i> : Provide a clear explanation of the QEP, and explain the relationship of the QEP and Academic Advising. Review the Academic Advising Document	100% of the participants (35) were satisfied with the quality of the sessions. And acknowledged the learning outcomes for the session were met.
June 2013	<i>WEAVE Online workshops for the QEP</i> : Provide assistance to academic and Nonacademic units which have QEP goals that is to be reported in the institutional assessment system.	100% of the participants (70) were satisfied with the quality of the sessions. And acknowledged they were able to utilize what was learned in this workshop in the classroom.
February 2014	<i>Teaching First-Year Students</i> : Aided faculty with strengthening working relationships among their first-year students and help them to develop the skills required for academic success.	100% of the participants (40) were satisfied with the quality of the sessions. And acknowledged they were able to utilize what was learned in this workshop in the classroom.
March 2014 April 2014	<i>Information Literacy Workshops Series</i> : Build a meaningful and ongoing collaboration between teaching faculty and liaison/subject librarians in designing course research assignments and projects to enhance student fluency in and acquisition of information literacy skills. Roundtable discussion among faculty in relevant colleges,	92% of the participants (34) were satisfied with the quality of the sessions. And acknowledged the learning outcomes for the session were met. Ninety % of the participants were satisfied with the quality of the sessions. And acknowledged they were able to utilize what was learned in this workshop in the classroom.
Fall 2014	Follow-up workshops and roundtable discussion on Writing Strategies from <i>Writing to Win</i> : Consultants on Teaching Writing—Erincourt Consulting, Inc. in QEP courses.	90% of the participants (75) were satisfied with the quality of the sessions; review of improvement was included in discussion on performance data.
Spring 2015	Webinars and workshops related to literacy areas were provided by the Center for Innovative Educational Practices (CIEPS).	100% of the participants (17) expressed satisfaction with the effectiveness of the CIEPS activities.
AVERAGE FACULTY PROFESSIONAL DEVELOPMENT SATISFACTION OUTCOMES, 2010 - 2015		94.8% (655 Total Participants)

Intended Outcome 4: Analysis

Faculty professional development is a significant component of the QEP; therefore, numerous activities were provided for faculty and staff, including workshops, webinars, presentations by expert speakers with focus on the literacy areas (reading/writing, quantitative, and/or information literacy; the first year experience; other). A series of professional development activities were conducted to assist faculty with incorporating literacy into their curricula, developing outcomes appropriate for their respective disciplines, utilizing the QEP rubrics, and guiding students to meet those outcomes. Focus groups were held in year 3 of the QEP implementation to collect the qualitative thoughts, perceptions and impressions of faculty about the QEP learning outcomes, but more importantly the students' experiences and outcomes with active learning in their QEP classes. During year 4 of the QEP implementation, the Center for Innovative Educational Practices and Services (CIEPS) was established, and now serves as a driving force for bridging teaching and learning at ASU. The CIEPS provides a myriad of instructional trainings and information sessions, providing support to ASU faculty in areas such as curriculum and instruction, research, assessment and technology integration. In addition, services are also available to enhance the scholastic awareness and academic success of students through activities such as informative learning sessions, workshops, engaging round-table forums, virtual resources, etc. The CIEPS vision is most appropriate, placing learning and the learner first.

SECTION 4: A REFLECTION ON WHAT THE INSTITUTION HAS LEARNED AS A RESULT OF THE QEP EXPERIENCE

The Alabama State University (ASU) *Enhancing the Culture of Learning through Literacy in the First-Year Experience* Quality Enhancement Plan (QEP) has resulted in a demonstrable impact upon development of student literacy in the areas of reading/writing, mathematics and information management. The ASU QEP initiative has informed the institution regarding student learning outcomes, successes and needs in these literacy areas, and as a result, has provided valuable opportunities to develop effective instructional strategies to support continued student literacy development.

Intended outcome 1 helped to conduct a deeper assessment of literacy development among first-year students with varying academic backgrounds, namely non-developmental (Q) cohorts and developmental (D) cohorts. Outcomes from in-course rubrics driven assessments across the 12 QEP-designated core curriculum courses demonstrate the improvement of student literacy development in both cohorts as the ASU QEP initiative has matured over time. Regarding intended outcome 2, students' QEP course completion rates exceeded the targeted 66% rate across the majority of the of the QEP-designated courses by the fifth year of the literacy initiative, with nearly all showing varying degrees of improvement from 2010 to present. Because entering freshmen are placed into English, mathematics and/or reading courses based on ACT subscores, students from both Q and D groups are enrolled in various combinations of QEP-designated core curriculum courses. As a result, some students may be simultaneously enrolled in college level and developmental courses (still part of the D cohort by definition). It will be of interest to further disaggregate course completion data for both cohorts to better refine analysis of their overall performance (course grades) compared with specific literacy assessment (rubrics-driven) within the QEP-designated courses between these two student cohorts. For intended outcome 3, students' literacy development within Q and D cohorts was also evaluated through external assessments (ETS Proficiency Profile and SAILS tests). Outcomes trends were similar to observations of cohort performance in intended outcome 1, i.e., Q cohort students performed at higher levels than D cohort students. However, fluctuations in pre- and post-test performances (i.e., higher pre-test than post-test scores) revealed a major fallacy in our implementation of this initiative. We did not build enough motivational strategies for the students taking the test – there was not clear integration of external testing into the QEP courses, thus students may not have “taken seriously” the impact of these assessments. A survey targeting various QEP stakeholders (deans, full-time and adjunct faculty teaching QEP-designated courses) has provided further insight on the impact of the QEP upon student literacy development. Through the survey, 49.3% of the respondents believe that students have increased skills in all the three literacy areas; 53.8% of the respondents responded reading/writing literacy development to be the lowest and 41.7% responded that Information literacy development has been the strongest of all 3 literacies. Overall, 91.7% of the respondents expressed that efforts to improve students literacy

skills should continue. Faculty development as assessed through intended outcome 4 was extremely effective. The institution's commitment to faculty development is signaled in establishment of a dedicated center for instructional support (the CIEPS), which will continue to provide highly effective services to the ASU faculty toward maintenance of strong QEP instructional delivery and beyond.

Overarching findings from evaluation of student literacy outcomes within the 2010 – 2015 ASU QEP initiative have informed the institution that our **D cohort**, consisting of the more academically vulnerable students, would tremendously benefit from additional interventions to improve literacy development, particularly in the skills areas of reading/writing, mathematics as well as English. As such, we have elected to apply the tenets of **Supplemental Instruction (SI)** to support first-year students enrolled in at least one developmental course in English, mathematics and/or reading (D cohort) by designing a new initiative, the *Supplemental Preparation for Enhanced Educational Development (SPEED) Program*. The ASU SPEED Program is being piloted during the Spring 2016 term and is considered a modified SI approach: 1) Targets remedial vs. traditional non-remedial SI courses and 2) utilizes structured in-course practical laboratory supplemental instruction vs. individual peer-driven assistance. Faculty members will beta test best-practice SI activities, and formative assessments will be conducted to assess the preliminary effectiveness of the SPEED Program's impact. The SPEED Program's goals and objectives are aligned with the broader institutional and Division of Academic Affairs strategic goals and objectives as presented in Table 3 below.

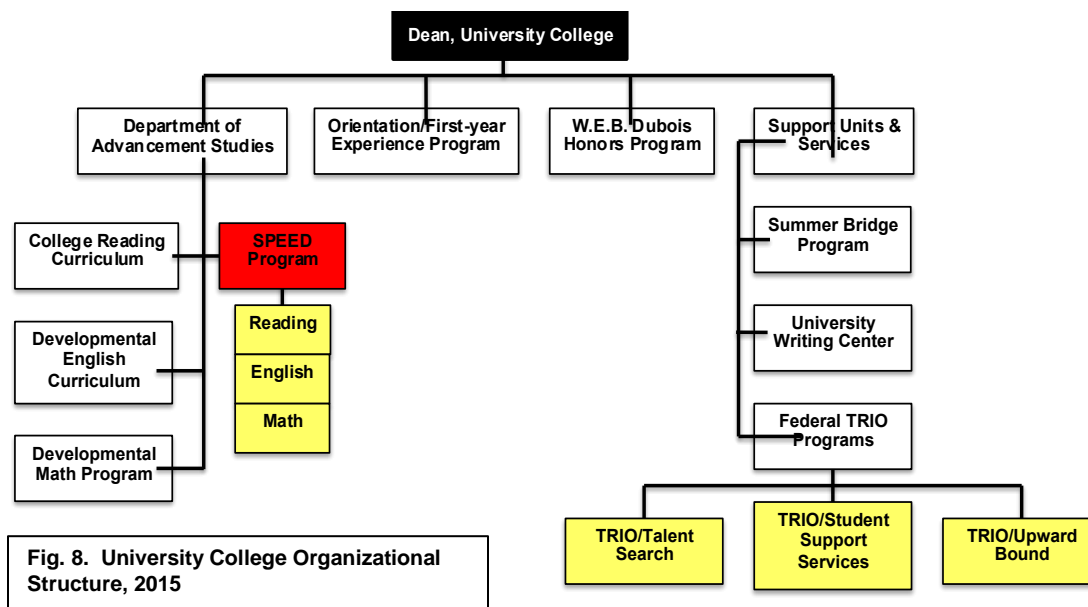
Table 3. SPEED Program Goals, Objectives and Linked Institutional Goals and Objectives

SPEED Program Goal1: To improve retention profiles among students enrolled in developmental instruction.		
<ul style="list-style-type: none"> • <u>Objective 1 a:</u> To increase course completion rates in developmental ENG, MAT and REA courses by 10%. • <u>Objective 1 b:</u> To increase proficiency outcomes in developmental ENG, MAT and REA courses by 5%. 		
Linked Institutional Goal(s)	Linked Academic Affairs Goal(s)	Linked Academic Affairs Objective(s)
<ul style="list-style-type: none"> • Goal 1 - Holistic Student Engagement 	<ul style="list-style-type: none"> • Goal 2 - To enhance student engagement and student success. 	<ul style="list-style-type: none"> • Objective 1 – To increase student learning outcomes (SLOs) by avg 5%. • Objective 2 – To increase holistic student achievement as measured though SACSCOC FR 4.1 (Student Achievement) by avg.10%. <ul style="list-style-type: none"> ○ Course completion rate – 10% increase.
SPEED PROGRAM GOAL 2 - To improve retention profiles among students enrolled in developmental instruction.		
<ul style="list-style-type: none"> • <u>Objective 2 –</u> To increase retention rates among students in developmental ENG, MAT and/or REA courses by 10%. 		
Linked Institutional Goal(s)	Linked Academic Affairs Goal(s)	Linked Academic Affairs Objective(s)
<ul style="list-style-type: none"> • Goal 3 – Focused Customer Service • Goal 5 – Robust Academic Programs and Leadership 	<ul style="list-style-type: none"> • Goal 4 - To develop and implement strategies for enhancing student retention and success. 	<ul style="list-style-type: none"> • Objective 1 - To increase retention rates by 10%.
SPEED PROGRAM GOAL 3 - To enhance SI capacity among faculty engaged in developmental instruction.		
<ul style="list-style-type: none"> • <u>Objective 3 –</u> To increase the number of faculty teaching developmental ENG, MAT and REA faculty engaged in SI professional development by 15%. 		
Linked Institutional Goal(s)	Linked Academic Affairs Goal(s)	Linked Academic Affairs Objective(s)
<ul style="list-style-type: none"> • Goal 5 - Robust Academic Programs and Leadership 	<ul style="list-style-type: none"> • Goal 5 - To cultivate opportunities for faculty success. 	<ul style="list-style-type: none"> • Objective 4 - To increase the number of internal and external faculty development opportunities available by 15%.

The courses presented in Table 4 (below) have been initially reprogrammed to incorporate the modified SI components. The rubrics-driven approach to standardizing reading/writing, quantitative and information literacy outcomes assessments across various subject disciplines and learning formats could provide several opportunities. This quantitative data source can provide a wealth of information to help better understand how students learn and apply core literacies during the learning process in the context of different subjects. This student performance assessment system can be used as a measure of core abilities and dispositions that ASU graduates will need to be proficient for successful academic progression, and can also be modified for application at the point of exit (graduation) and readiness for the workforce.

Table 4. Allocation of SPEED SI Sessions Within Existing Developmental Courses by Credit Hour (25%)		
Developmental Course	Credit Hours	SPEED Modified SI Session Hours
REA 130	3 hrs/week	45 mins/week
REA 132	3 hrs/week	45 mins/week
MAT 130	3 hrs/week	45 mins/week
MAT 131	3 hrs/week	45 mins/week
ENG 130	3 hrs/week	45 mins/week

With the reorganization of University College, along with the development and implementation of the new SPEED Program, the new organization is presented in Figure 8 below. The SPEED Program will be facilitated through the Department of Advancement Studies cooperatively with the reading, English and mathematics curricula and the QEP function. Departmental oversight will best support conduct of the SPEED activities, data collection and program evaluation.



SUMMARY

The Alabama State University Quality Enhancement Plan, *Enhancing the Culture of Learning through Literacy in the First-Year Experience* has been evaluated toward determining its 5-year impact upon enhancing the culture of learning at ASU. Four (4) goals were pursued to improve competence in reading/writing, quantitative and information literacy knowledge and skills; increase core course completion rates; and cultivate faculty proficiency in effective literacy development among ASU students. Several measures were examined, including in-course assessments, grades analyses, standardized examination performance, and qualitative information gleaned from faculty and staff. The SPEED program's goals and supporting objectives, including student learning outcomes (SLOs), be assessed through the institutional effectiveness system.

Evaluation of the 5-year impact of the ASU QEP has provided valuable information about the education development and needs among its incoming students, and the professional education beneficial to faculty for their instruction. The QEP has informed the institution about literacy development among first-year students with varying academic backgrounds, with nearly all groups showing degrees of improvement from 2010 to 2015. Assessment of student literacy development was more closely aligned with in-course rubrics and earned grades than assessments based on standardized examinations, likely for multiple reasons, including student preparation levels, closer connection between rubrics and course content and measurements, and varying time between standardized exam pre- and post-testing as students progressed through skills courses. Faculty and staff with essential roles in the success of the QEP have been exposed to significant training opportunities toward enhancing their knowledge of effective instructional strategies. These professionals have provided critical insight about their perceptions regarding student literacy development under the QEP. The institution has effectively utilized findings from the 5-year QEP impact study; the SPEED modified supplemental instruction program is a direct result of evaluation of student outcomes through the QEP.

Some of the strengths of the ASU QEP design cited in 2010 by the SACSCOC's On-Site Review Committee included planned educational structure, intervention activities, and tutorial support and resources. In order to further improve the impact of the coming enhancement plan upon student learning, two fundamental recommendations emerge as the institution frames the coming QEP cycle: (1) Narrowing its course coverage scope. Following the reorganization of University College, offering 12 QEP-designated courses decentralized across all of the degree-granting colleges has been significantly more challenging for continuity and data management than when these courses were managed under the same college (University College). Current QEP outcomes and program data should be used to narrow to the most critical courses to continue as QEP-designated courses. (2) Expansion of supplemental instruction (SI) to support key core curriculum courses. The SPEED program will generate valuable information about the impact of SI in developmental reading, English and mathematics courses. Those preliminary findings should be used forward to further determine the promise of SI for incorporation into those core curriculum courses revealed by the QEP to need more learning support for students. The five-year evaluation also revealed a need to modify some QEP assessment measures. Information literacy continues to be a major need for university students and is especially critical as an area of focus at the freshmen level for enhancing students' skills for research needed throughout their college experiences. However, the Standardized Assessment of Information Literacy Skills (SAILS) test proved not to be the best assessment for entry-level students, and may have had some impact on student performance outcomes data in QEP Goal 3. Moving forward, specific modules for all freshman students should be required through the Freshmen Experience Course in continued collaboration with the institution's Levi Watkins Learning Center Library.

Overall, Alabama State University has conducted a QEP that has had a demonstrable impact upon the learning environment provided for new college students upon their entry to "Hornet Nation", the philosophy by which those students' learning is evaluated, the institutional mindset regarding first-year student literacy development, the critical role of faculty training, and the utilization of multiple datasets to provide evidence-based approaches to frame effective programmatic advancements for supporting our students' successful collegiate development.



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