SACS(?)COC

DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE

For use with the following type of changes:
- *Change of Control/Ownership/Governance*
- *Change of Legal Status*
- *Acquisitions*
- *Mergers and Consolidations*

Statement Regarding All Substantive Change Documentation Forms

Please note that this and all of the SACSCOC Substantive Change Documentation forms contain the minimum information required. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: Middle Georgia State College

Nature of the Substantive Change: Consolidation/Merger of Macon State College and Middle Georgia College into Middle Georgia State College

Date: 09/30/2013

By signing below, we attest to the following:

1. That Middle Georgia State College has attached a complete and accurate overview of the proposed Substantive Change.

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

Name and signature of the President:

Dr. John Black, Interim President

Name and signature of the Accreditation Liaison:

Dr. Martha Venn, Vice President for Academic Affairs

SACSCOC Staff Member assigned to the Institution: Dr. Cheryl Cardell

Part I: Overview

A. Provide the names, addresses, and current accreditations of the institutions involved in the change. If applicable, provide the proposed name for the new institution.

Middle Georgia State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Middle Georgia State College.

Specific Middle Georgia State College programs are also accredited by the following:

Accreditation Board for Engineering and Technology (ABET)
111 Market Place
Ste. 1050
Baltimore, MD 21202-4012

Program Accredited: B.S. in Information Technology
Date of Last Review: Middle Georgia State College - August 2013 - Interim Review
Re-Accreditation Year: 2014

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Programs Accredited: B.S. in Nursing, A.S. in Nursing
Date of Last Review: Middle Georgia College - Fall, 2006, Macon State College, Fall, 2010
Re-Accreditation Year: Middle Georgia College - 2014, Macon State College - 2018

Note: The newly consolidated nursing program submitted a substantive change report during the Spring 2013 semester. A focused visit has been scheduled for September 30,2013.

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

Program Accredited: A.S. in Occupational Therapy Assistant
Date of Last Review: January 30- February 1, 2012
Re-Accreditation Year: 2022

Commission on Accreditation for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, TX   76021-4244

Program Accredited: A.S.in Respiratory Therapy
Date of Last Review: July 2012
Re-Accreditation Year: 2015

Georgia Professional Standards Commission (GaPSC)
200 Piedmont Avenue
Suite 1702
Atlanta, GA 30334-9032

Program Accredited: Educator Preparation Programs
Date of Last Review: Macon State College - Spring 2010, Middle Georgia College - June 2011
Re-Accreditation Year: Macon State College - 2017, Middle Georgia College - 2015

Note: The Dean of the School of Education at Middle Georgia State College notified the GaPSC about the consolidation. A Preconditions report will be submitted in September 2013. A site visit is expected in Spring 2014.

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Ave NW, Suite 500
Washington, DC 20036

Program Accredited: Macon State College - School of Education
Date of Last Review: Spring 2010

Re-Accreditation Year: Macon State College - 2017

Note: In July 2013, NCATE and TEAC consolidated into the Council for the Accreditation of Educator Preparation (CAEP). The College is currently waiting on CAEP to provide guidance on the requirement to maintain accreditation as MGSC.

B. Provide a timeline for the change. Discuss the rationale for the change. Include the dates for state approval and implementation of the change along with supporting documentation. If applicable, briefly outline the process in place to ensure the continuing academic integrity of the institution(s).

TIMELINE FOR CHANGE		
Approval Date	**Event**	**Supporting Documentation**
11/8/11	Board of Regents approves principles of consolidation	Minutes of the Board of Regents meeting: November 8-9, 2011
1/10/12	Board of Regents gives approval for consolidation of Macon State College and Middle Georgia College to form new institution	Minutes of the Board of Regents meeting: January 10-11, 2012
1/25/12	Presidents of Macon State College and Middle Georgia College notify SACSCOC of their intent to consolidate	SACSCOC Letter 1/25/12
3/7/12	Macon State College President notifies SACSCOC that Macon State College and Middle Georgia College will consolidate and submit Prospectus by 9/1/12	SACSCOC Letter 3/7/12
5/9/12	Board of Regents approves new mission and name for consolidated institution, Middle Georgia State College	Minutes of the Board of Regents meeting: May 8-9, 2012
8/1/12	Macon State College President notifies SACSCOC that the new institution will be composed of a main campus, four satellites, and an educational site	SACSCOC Letter 8/1/12
9/1/12	Prospectus to consolidate Macon State College and Middle Georgia College to create Middle Georgia State College submitted to SACSCOC	Substantive Change Prospectus for Consolidation of Macon State College and Middle Georgia College
12/8/2012-12/11/2012	SACSCOC approves Substantive Change Prospectus for the consolidation of Macon State College and Middle Georgia College to form Middle Georgia State College	Actions Taken by SACSCOC Board of Trustees: December 8-11, 2012
1/8/13	Board of Regents gives final approval of consolidation of Macon State College and Middle Georgia College to form Middle Georgia State College	Minutes of the Board of Regents meeting: January 7-8, 2013

Rationale for Change

Middle Georgia State College's governing board is the Board of Regents (BOR) of the University System of Georgia (USG). Thirty-one public two-year and four-year colleges and universities comprise the USG and are governed by the BOR. The consolidation of Macon State College and Middle Georgia College was approved by the governing board, consistent with its mission and constitutional authority and with the consolidation principles the BOR had adopted to help guide potential institutional consolidations. Excerpts from the *Vision, Mission and Goals Statement* of the USG BOR that are particularly pertinent to the purpose of this consolidation include:

- "The University System of Georgia will create a more educated Georgia…." (Vision Statement)
- "The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia…by bringing [its] resources…to bear on the economic development of the State and the continuing education of its citizens." (Mission Statement)
- "Each institution in the University System of Georgia will be characterized by …a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions…to expand and enhance programs and services available to the citizens of Georgia." (Mission Statement)
- "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]…[Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs." (Goals Statement)
- "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]…[Goal] 6. Increase efficiency, working as a System." (Goals Statement)

Consistent with those strategic directions, the new Chancellor of the USG announced in September 2011 that institutional consolidations would be considered. In November 2011, the Board of Regents approved a set of principles to guide their assessments of and decisions about potential consolidations of USG member institutions and to determine if any campus consolidations would further the USG's teaching, research and service missions in a more fiscally and academically prudent way. At that time, Chancellor Hank Huckaby said, "We [the USG member institutions] need to be organized in ways that truly foster service to our students in the most effective way and that ensure our faculty are properly deployed and supported." (*System Supplement*, 11/30/11). Those principles guided the Chancellor's subsequent recommendations for consolidation and the BOR's decision in January 2012 to consolidate Macon State Collge and Middle Georgia College. Those consolidation principles include:

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

The Chancellor's presentation to the BOR in January 2012 on Recommended Consolidations described the objective of the initiative this way:

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

Based on its mission and its analysis using its consolidation principles, the USG Board of Regents approved the consolidation of Middle Georgia College and Macon State College at its January 10, 2012 meeting. On May 9, 2012 the BOR approved the name for the new institution, Middle Georgia State College, and the following mission statement:

> The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

This new mission reflects a consolidation of the similar missions of the two previous institutions. These missions emphasized providing quality education to serve the educational needs of students and the community. By improving the efficiency of delivery through the elimination of duplicate services and programs, Middle Georgia State College is able to leverage the educational resources of the previous institutions to increase access and quality program availability for military personnel, early enrollment students, and traditional and non-traditional residential and commuter students from urban and rural environments. This consolidation also has the potential to raise educational levels and enhance economic development throughout Middle Georgia, contributing to the USG's vision of creating a more educated Georgia.

CR 2.4

Institutional Mission

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Institutional consolidation had a relatively minor impact on the identity and mission of the new institution, as both partner institutions have been serving the Macon/Middle Georgia region of the state with comparable Level II missions. One of the first orders of business completed following the governing board's decision in January 2012 to consolidate Middle Georgia College and Macon State College was the establishment of a new name and mission statement for the new institution. On May 9, 2012, the proposed institution was named Middle Georgia State College by the Board of Regents (BOR) of the University System of Georgia (USG) with the following mission statement (Source: BOR Meeting Minutes):

> The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

A clearly defined mission, specific to the institution and appropriate for higher education

MGSC's mission statement reflects a consolidation of the similar missions of the two previous institutions that emphasized quality teaching, learning, and service in the context of the middle Georgia region. The college is committed to serving educational needs by providing degree programs that produce highly qualified graduates for the region's major employers, improve the region's quality of life, and contribute to the region's economy. The mission emphasizes the diverse population of a multi-campus institution that includes commuting and residential students, as well as traditional, non-traditional, working, and academically under-prepared students. The college's teaching methods are flexible to accommodate learning by students who arrive with varying levels of academic preparation. The college's mission encourages student life experiences that emphasize cultural, recreational, and intellectual leadership opportunities, while offering co-curricular services for students before and after graduation. The mission statement emphasizes the global environment that influences the area's economic as well as cultural life.

The mission of MGSC is aligned with the BOR's mission and is consistent with the constitutional authority and with the consolidation principles the BOR adopted to guide the creation of MGSC. Excerpts from the current *Vision, Mission and Goals Statement* for the USG BOR that are particularly pertinent to the purpose of this newly formed institution include:

- "The University System of Georgia will create a more educated Georgia…." (Vision Statement)
- "The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia…by bringing [its] resources…to bear on the economic development of the State and the continuing education of its citizens." (Mission Statement)
- "Each institution in the University System of Georgia will be characterized by …a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions…to expand and enhance programs and services available to the citizens of Georgia." (Mission Statement)
- "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]…[Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs." (Goals Statement)
- "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]…[Goal] 6. Increase efficiency, working as a System." (Goals Statement)

Middle Georgia State College's mission statement also aligns with the USG mission statement for state colleges:

> Within the context of the mission and vision of the University System of Georgia, its state colleges share core characteristics. State colleges are designed as highly flexible and dynamic institutions, particularly responsive to workforce needs in their areas. The primary functions of a state college are to serve as the associate-level access institution in the local area and to offer a limited number of baccalaureate programs targeted to serve the economic development needs of their region. While these colleges embody the common characteristics presented below, variations in their purposes, histories, traditions and settings allow each also to focus on its own

distinctiveness and accomplishments.

The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the state college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs.

A comprehensive mission that addresses teaching and learning and, where applicable, research and public service

MGSC's mission is first and foremost educational in focus and primary function. Consequently, the mission statement leads off with a firm commitment "to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context." Like most public baccalaureate-level institutions, MGSC is dedicated to the centrality of effective teaching and learning, inside and outside the classroom, which enable a diverse student body to prepare for productive lives in the community with its increasingly global context.

A secondary function contained in MGSC's mission statement is a commitment to public service, albeit limited in scope. The mission statement's explicit reference to educational programs "connected to community needs" reflects expected institutional responsiveness to needed workforce development, which in turn supports economic development. In addition, colleges and universities typically serve as a community resource for intellectual and **cultural enrichment. Hence, MGSC'**s mission statement includes the charge "to serve as a leader for the intellectual, economic, and cultural life of the region."
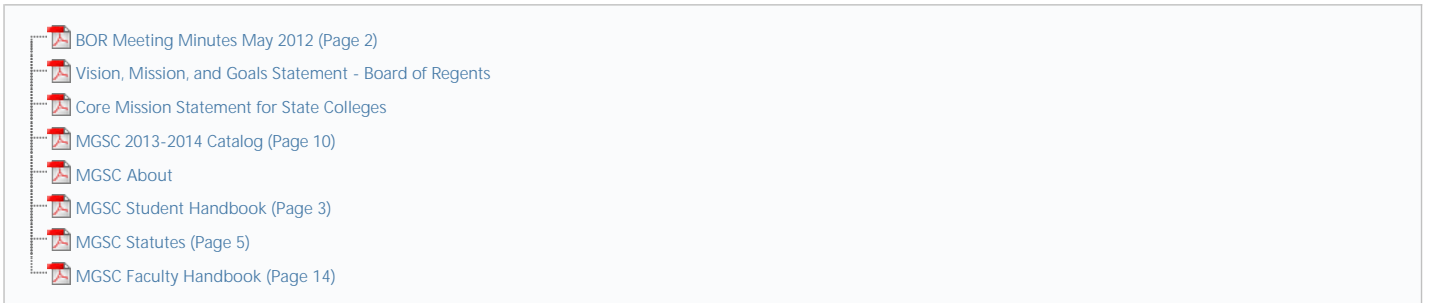
Like many public Level II institutions, MGSC does not have a substantive mission in research. Consequently, its **mission statement makes no explicit reference to a research function. Nevertheless, MGSC faculty members are** expected to maintain scholarly currency in their fields to support their primary responsibilities as effective teachers **and facilitators of learning.**

A published mission statement

The Middle Georgia State College mission statement is widely disseminated in its publications, including:

- *MGSC 2013-2014 Catalog*
- MGSC website
- *MGSC Student Handbook*
- *MGSC Statutes*
- *MGSC Faculty Handbook*

Sources (In Order of Appearance)

- BOR Meeting Minutes May 2012 (Page 2)
- Vision, Mission, and Goals Statement - Board of Regents
- Core Mission Statement for State Colleges
- MGSC 2013-2014 Catalog (Page 10)
- MGSC About
- MGSC Student Handbook (Page 3)
- MGSC Statutes (Page 5)
- MGSC Faculty Handbook (Page 14)

CR 2.2

Governing Board

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

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

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Middle Georgia State College's (MGSC) institutional consolidation in January of 2013 had no impact on and resulted in no changes to the membership or responsibilities of the governing board which is the Board of Regents (BOR) of the University System of Georgia (USG).

The institution has a governing board of at least five members that is the legal body with specific authority over the institution.

Middle Georgia State College's governing board is the Board of Regents (BOR) of the University System of Georgia (USG). According to Article I, Section 3 of the BOR Bylaws:

> The Board of Regents shall consist of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said Board. The term of each member shall be seven years. Members shall serve until their successors are appointed and qualified. In the event of a vacancy on the Board by death, resignation, removal, or any reason other than the expiration of a member's term, the Governor shall fill such vacancy and the person so appointed shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office.

Currently, Georgia has 13 congressional districts; therefore, the Board has a total of 18 members known as "Regents." The USG website lists the names and addresses of the Regents as well as biographies for each BOR member which are presented here in the supporting documentation.

The legal authority of the Board of Regents over the institution is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1 a and b. That legal authority is reinforced by state law in O.C.G.A 20-3-21 and O.C.G.A. 20-3-31.

The Bylaws of the Board of Regents include the following:

> The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:
>
> o Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the "Board of Regents of the University System of Georgia." The name of the corporation heretofore established and existing under the name and style, "Trustees of the University of Georgia" be and the same is hereby changed to "Regents of the University System of Georgia."
>
> o The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of

Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

Article I, Section 2 of the *BOR Bylaws* reiterates verbatim this authority of the Board over its member institutions.

The board is an active policy-making body for the institution

The Board of Regents is very active and meets on a regular basis. The full Board meets ten times a year for two days each month, except in July and December unless the press of business requires it to meet then too. In addition, several special meetings of the Board are called as needed each year. Agendas for the meetings are publicly available on the BOR web site the Friday prior to the meeting. An archive of meeting minutes is also publicly posted on the BOR web site (source: Board of Regents Meeting website).

The following committees support the work of the USG BOR:

- Executive and Compensation Committee
- Track I
    - Committee on Academic Affairs
    - Committee on Organization and Law
    - Committee on Personnel & Benefits
- Track II
    - Committee on Finance and Business Operations
    - Committee on Internal Audit, Risk, and Compliance
    - Committee on Real Estate and Facilities
- State Archives
- Graduate Medical Education
- Economic Development
- Special Consolidation Committee
- Presidential Search Committees

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

Other BOR policy-making reflected in the January 2012 Minutes included personnel matters, revisions to the USG fringe benefit programs for employees, approvals and discontinuation of academic degree programs, revised institutional mission statement approvals, approval of cooperative agreements, matters of pending litigation, tuition and fee payment policy revisions, facilities renovation authorizations, facilities design firm appointments, facilities naming approvals, and property acquisitions.

The board is responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.

The constitutional authority that created the BOR is explicit in relation to the financial matters and resources of the USG and its member institutions. In that regard, Article VIII, Section IV, Paragraph 1 of the *Georgia Constitution* (and reinforced by state laws O.C.G.A. 20-3-53 and O.C.G.A. 20-3-31) states:

(c) All appropriations made for the use of any and all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such a way and manner and in such amounts as will further an efficient and economical administration of the university system.
(d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law.
(e) the board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

Accordingly, the BOR has established a USG funding formula for requesting annual state appropriations, and sets tuition and fees once appropriations and other legislative funding decisions are made. Those calculations take into account the adequacy of funding levels needed to maintain sound programs and services. Thus, the BOR provides

financial resources for Middle Georgia State College. Article VII of the *BOR Bylaws* states that:

> The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable.

> The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia.

In addition to adjusting tuition and fees to maintain adequate funding, the BOR's current institutional consolidation initiative is aimed ultimately at reducing administrative costs and redirecting savings to the expansion of educational programs and services. Expected efficiencies are especially important during the current circumstances of strained and reduced state budgets.

The board is not controlled by a minority of board members or by organizations or interests separate from it.

The BOR is not controlled by a minority of board members, as stipulated in Article III, Section 4 of the *BOR Bylaws*:
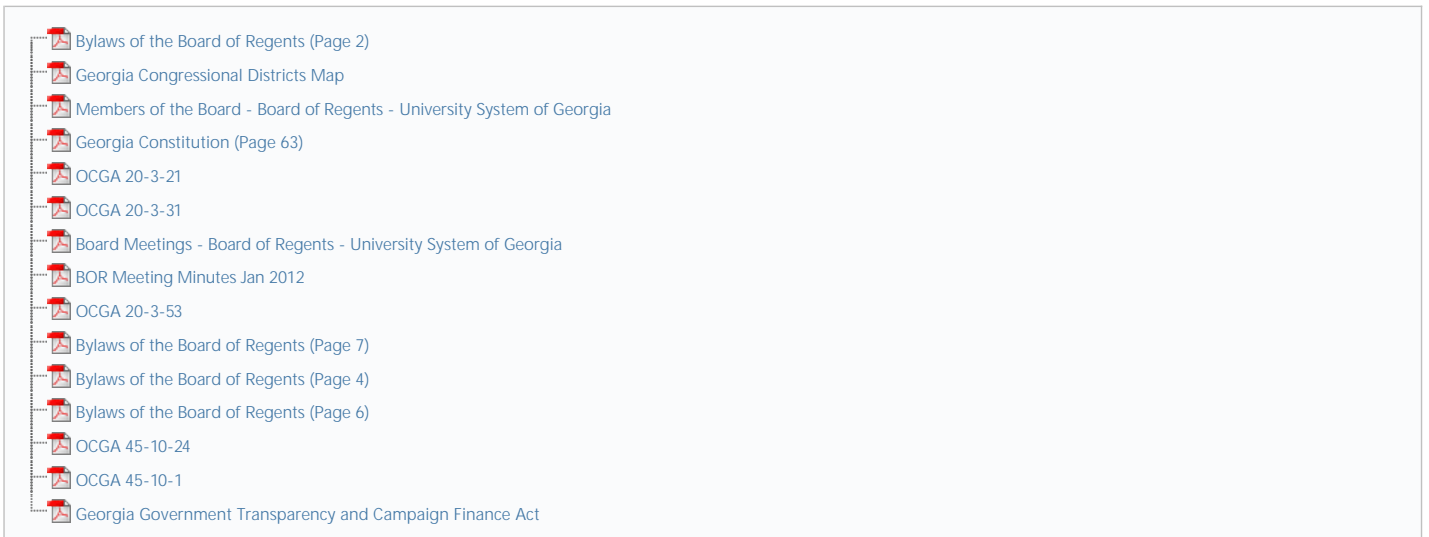
> "At all meetings of the Board of Regents, a majority of the members of the Board shall constitute a quorum for the transaction of business. The action of a majority of the members of the Board present at any meeting shall be the action of the Board, except as may be otherwise provided by these Bylaws."

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

Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

State law, O.C.G.A., Section 45-10-24, prohibits part-time public officials with state-wide powers (including the Regents) from transacting business with any state agency, including their own; the Code of Ethics for government service contained in the O.C.G.A., Section 45-10-1, also prohibits such conflicts of interest. Additionally, the Georgia Government Transparency and Campaign Finance Act (Article 3 Section 21-5-50) requires all public officials to file annually a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own. Adherence to these laws is monitored regularly and is subject to public scrutiny as facilitated by Georgia's open records and open meetings regulations. Unlawful acts in this regard have not been tolerated or sustained when detected.

Sources (In Order of Appearance)

- Bylaws of the Board of Regents (Page 2)
- Georgia Congressional Districts Map
- Members of the Board - Board of Regents - University System of Georgia
- Georgia Constitution (Page 63)
- OCGA 20-3-21
- OCGA 20-3-31
- Board Meetings - Board of Regents - University System of Georgia
- BOR Meeting Minutes Jan 2012
- OCGA 20-3-53
- Bylaws of the Board of Regents (Page 7)
- Bylaws of the Board of Regents (Page 4)
- Bylaws of the Board of Regents (Page 6)
- OCGA 45-10-24
- OCGA 45-10-1
- Georgia Government Transparency and Campaign Finance Act

CR 2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

The impact of the institutional consolidation had no effect on the existing role and responsibilities of a college president in the University System of Georgia. However, the administrative consolidation of two previously independent institutions in the University System of Georgia (USG) into one resulted in the retention of only one of the two institutional presidents following the effective date of the consolidation. After the governing board's decision to consolidate the two institutions in January 2012, the System Chancellor identified the chief executive officer of Macon State College (MSC) as the "lead president" for consolidation planning and implementation purposes, with the expectation that the lead president would become the chief executive officer of the newly consolidated institution.

Middle Georgia State College (MGSC) was established in January 2013 as a result of the consolidation of Macon State College and Middle Georgia College (MGC). Dr. Michael Stoy was the President of MGC from 2008 until January 2013. Dr. Jeffery Allbritten was the President of MSC from July 2011 to July 2012. In July 2012, Dr. John Black was appointed Interim President of MSC. Dr. Black was identified as the lead president for the consolidation and became the first and current Interim President of MGSC in January 2013. President Black has never been a member of the Board of Regents (BOR) of the USG nor has he been the presiding officer of the board.

In keeping with BOR policies in the USG, the chief executive officer of MGSC is the President of the College, whose primary responsibility is to the institution. The College President is not the presiding officer of the governing board. The President is appointed by the BOR and reports to the Chancellor of the USG (BOR Organization Chart, Cabinet with Chancellor Organization Chart). The Chancellor of the USG is the chief administrative officer of the University System as well as the chief executive officer of the BOR (Source: BOR Bylaws, Articles IV and VI).

The authority and responsibility of presidents of USG institutions are described in the BOR Bylaws, Article VI, and to a greater extent in the BOR Policy Manual, Section 2.5 as stated below:

> The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

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

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

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

> The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary of each, and all promotions and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this manual. The president has

the right and authority to grant leaves of absence for up to one year for members of the faculty for study at other institutions or for such reasons as the president may deem proper.

He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BOR Minutes, February, 2007).

The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BOR Minutes, 1977-78, p. 123; 1982-83, p. 225).

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

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

Article II, Section 2.01 and 2.02 of the *MGSC Statutes* confirms adherence to the *BOR Bylaws* and policies concerning the duties and responsibilities of the president:

The Board of Regents, through the Chancellor of the University System, appoints the President. The President is responsible to the Chancellor for the operation and management of the College and for the execution of all directives of the Board and the Chancellor.

As prescribed by Board of Regents policies, the President shall (i) be the executive head of the College and all of its departments, (ii) be the ex officio chair of the faculty and shall preside at all meetings of the faculty, (iii) chair the Administrative Council and shall preside at its meetings, and (iv) be the official medium through which all matters concerning the College, its faculty, and its students are communicated to the Chancellor. The President shall have such other powers and authority as shall be conferred by the Board of Regents.

Sources (In Order of Appearance)

- BOR Meeting Minutes Jan 2013
- BOR Organization Chart
- Cabinet with Chancellor
- Bylaws of the Board of Regents (Page 4)
- Bylaws of the Board of Regents (Page 6)
- BOR Policy Manual 2.5
- MGSC Statutes (Page 6)
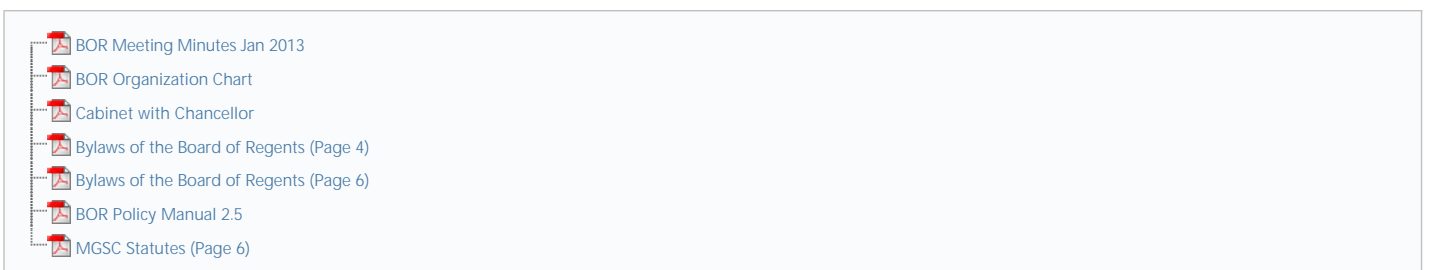
CS 3.2.1

CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The institutional consolidation forming Middle Georgia State College (MGSC) had no impact on and resulted in no changes to Board of Regents (BOR) policy and practices in the selection, appointment and evaluation of the President and CEO of a member institution in the University System of Georgia (USG). The BOR is responsible for the selection and annual evaluation and appointment of the College's President.
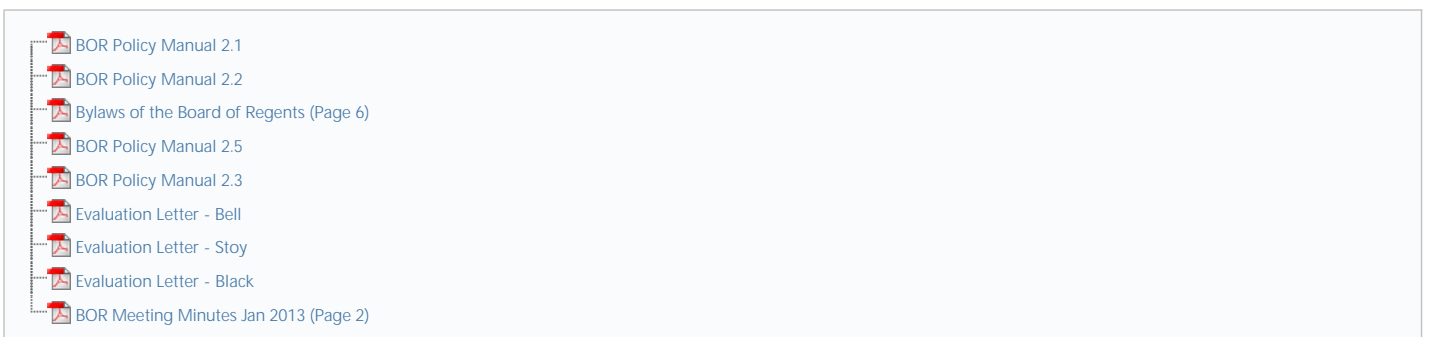
The procedure for selecting presidents of University System of Georgia (USG) institutions is stated in Section 2.1 of the *BOR Policy Manual*. Section 2.2.3 of the *BOR Policy Manual* explains the search procedure for regional universities, state universities, and colleges; describes the membership of the Special Regents' Search Committee and the campus Presidential Search and Screen Committee; defines the responsibilities of each committee and the procedures to be followed. After receiving an unranked list of three to five candidates from the campus Presidential Search and Screen Committee, the Chancellor and the Special Regents' Search Committee jointly make a recommendation to the full BOR, which selects the president.

The *BOR Policy Manual* states the President "shall not hold tenure at the institution" and that the President "shall be elected each fiscal year for a term of one year" and shall be elected by the Board at the April monthly meeting (Section 2.1). The President is responsible to the Chancellor for the operation and management of the College and for the execution of all directives of the Board and the Chancellor (*BOR Bylaws,* Article VI, and to a greater extent in the *BOR Policy Manual* Section 2.5).

The evaluation of the President's performance "shall be an ongoing process, which consists of open communication between the Chancellor or the president's supervisor and the president on both individual and institutional goals and objectives, as well as on the methods and processes used to achieve them. Evaluations will be factored into the annual appointment renewal for each president." (Section 2.3, *BOR Policy Manual)* The USG Chancellor conducts evaluations of the institutional CEOs on behalf of and as chief executive officer of the BOR. Three letters from the BOR are included as evidence that this process is taking place (Evaluation Letter - Bell, Evaluation Letter - Stoy, Evaluation Letter - Black).

During the institutional consolidation process, the USG Chancellor identified the Interim President of Macon State College (MSC) as the "lead president" for consolidation planning and implementation. Dr. John Black, who served as MSC Interim President prior to the consolidation was appointed by the BOR to assume the interim presidency of MGSC in January 2013 (BOR Minutes of January 2013).

Sources (In Order of Appearance)

- BOR Policy Manual 2.1
- BOR Policy Manual 2.2
- Bylaws of the Board of Regents (Page 6)
- BOR Policy Manual 2.5
- BOR Policy Manual 2.3
- Evaluation Letter - Bell
- Evaluation Letter - Stoy
- Evaluation Letter - Black
- BOR Meeting Minutes Jan 2013 (Page 2)

CS 3.2.2

Governing Board Control

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

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with all aspects of this comprehensive standard.

The Georgia Constitution and state law grant to the University System of Georgia (USG) Board of Regents (BOR) exclusive right to govern, control, and manage the University System of Georgia, including all of its member institutions. That governing board control is manifest in the *BOR Policy Manual* which addresses BOR control over institutional mission, institutional financial stability, and institutional policy. The institutional consolidation that formed Middle Georgia State College (MGSC) had no impact on or made no changes to these regulatory controls and legal authority of the BOR. However, the consolidation required BOR review and approval of a new mission statement for MGSC, the consolidation of Macon State College's and Middle Georgia College's operating budgets to establish financial stability for MGSC, and oversight of MGSC's institutional policy consolidations in compliance with established BOR policies.

Sources (In Order of Appearance)

Board of Regents Policy Manual - Table of Contents

CS 3.2.2.1

Governing Board Control: Mission

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

3.2.2.1 institution's mission.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Section 2.10 - Institutional Mission of the *Board of Regents Policy Manual* states:

> Each institution operates under a mission approved by the Board of Regents and changes in an institution's mission must also be approved by the Board. The president of an institution seeking to modify its mission must submit a request for an institutional mission change...and a description of the institutional review process used to determine the need for a change in the institution's mission and purpose.

Middle Georgia State College's name and mission statement for the new institution formed from the consolidation of Macon State College and Middle Georgia College was approved by the Board of Regents (BOR) at its May 2012 meeting (BOR Minutes May 2012).

Sources (In Order of Appearance)

> BOR Policy Manual 2.10
> BOR Meeting Minutes May 2012 (Page 2)

CS 3.2.2.2

Governing Board Control: Fiscal Stability

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

3.2.2.2 fiscal stability of the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Section 7.1.1 - Allocation of Funds of the University System of Georgia (USG) *Board of Regents (BOR) Policy Manual* states:

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

Section 7.3.1 - Tuition and Fees of the *BOR Policy Manual* states:

> Tuition rates for all USG institutions and programs shall be approved annually...by the Board of Regents.

Likewise, Section 7.3.2 - Student Fees and Special Charges of the *BOR Policy Manual* calls for BOR approval of all mandatory student fees. Consequently, the financial stability of the institution rests with the governing board's decisions on budget allocations, even though budget management responsibilities are delegated to the System Chancellor and institutional presidents. Annual financial audits or reviews are conducted for USG institutions to ensure financial stability and compliance with BOR policies and procedures as well as accepted accounting practices.

Institutional consolidation is a BOR initiative that is intent on strengthening the financial stability of consolidated institutions through achieved economies of scale, greater administrative efficiencies, and leveraged instructional program delivery. The first fully consolidated budget for Middle Georgia State College (MGSC) was approved by the BOR in June, 2013 for FY 2014.

Financial stability of MGSC is ensured by comprehensive internal controls that conform to federal, state, and local requirements. Prior to the consolidation, Macon State College and Middle Georgia College received full disclosure management reports (FDMR) for Fiscal Year 2012, and no material weaknesses were noted in either report. The FDMR reports were available October 18, 2012 and sent directly to SACS by the Georgia Department of Audits and Accounts. MGSC expects to receive an FDMR for FY 2013 in October 2013.

Although the two consolidating institutions maintained separate budget and accounting systems for Fiscal Year 2013, Exhibit 3.2.2.2.a shows the Original Budget and the actual revenue and expenses on a consolidated basis. Likewise, the consolidated Fiscal Year 2014 original budget is shown.

Exhibit 3.2.2.2.a - FY 2013 Budgets to Actuals and FY 2014 Budget

Fiscal Year 2013 Budget to Actuals and Fiscal Year 2014 Budget				
	Comparison of Budget to Actuals			Fiscal Year 2014
Revenue:	Fiscal Year 2013 Original Budget	Fiscal Year 2013 Actuals	Difference	Original Budget – MGSC
State Appropriations	33,731,744	32,098,066	(1,633,678)	34,065,820
Special Funding Init.	–	164,971	164,971	176,250
Student Tuition & Fees	30,635,424	27,692,220	(2,943,204)	25,453,585
Other General	679,000	104,025	(574,975)	5,895,600
Indirect Cost Recovery	189,443	70,012	(119,431)	152,540
Technology Fee	981,292	885,595	(95,697)	1,214,000
Sponsored Operations	25,338,337	21,335,430	(4,002,907)	28,386,068
Dept Sales and Svcs	142,500	556,694	414,194	322,365
Auxiliary Enterprises	17,998,771	16,067,131	(1,931,640)	16,663,734
Total Revenue	$ 109,696,511	$ 98,974,145	$ (10,722,366)	$ 112,329,962
Expenditures:				
Instruction	32,996,055	32,605,000	(391,055)	34,457,877
Research	–	218,227	218,227	209,985
Public Service	84,647	376,650	292,003	263,992
Academic Support	4,778,463	4,619,756	(158,707)	5,533,933
Student Services	5,065,103	4,520,132	(544,971)	4,685,173
Institutional Support	8,985,987	9,195,652	209,665	9,681,423
Opns & Maint of Plant	8,836,436	9,264,110	427,674	9,084,370
Sponsored Operations	25,338,337	21,086,574	(4,251,763)	27,212,453
Auxiliary Enterprises	17,998,771	16,244,115	(1,754,656)	16,663,734
Other	5,612,712	99,315	(5,513,397)	4,537,022
Total Expenditures	$ 109,696,511	$ 98,229,531	$ (11,466,980)	$ 112,329,962
Change in Net Position	$ –	$ 744,614	$ 744,614	$ –
Actuals from MGSC FY2013 Budget to Actuals Report (Georgia Budgetary Basis)				

Source: Office of Fiscal Affairs

As shown in Exhibit 3.2.2.2.a, the actual Fiscal Year 2013 revenue was over $10 Million under budget due to cuts in State Appropriations, declining enrollment, and overestimation of Sponsored Operations and Auxiliary revenues. However, MGSC still ended the year with an increase in net position. As evidenced by this budget adjustment, as well as the decrease in State Appropriations since Fiscal Year 2009, MGSC is a flexible organization with the ability to adapt to economic realities it faces.

Sources (In Order of Appearance)

BOR Policy Manual 7.1
BOR Policy Manual 7.3

CS 3.2.2.3

Governing Board Control: Institutional Policy

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

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The legal authority and operating control of Middle Georgia State College (MGSC) is vested with the University System of Georgia (USG) Board of Regents (BOR) through the Constitution of the State of Georgia and by acts of the General Assembly. This authority is stated in The Official Code of Georgia Annotated (OCGA), Section 20-3-31 as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the "Board of Regents of the University System of Georgia." The name of the corporation heretofore established and existing under the name and style, "Trustees of the University of Georgia" be and the same is hereby changed to "Regents of the University System of Georgia."
- The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

Accordingly, the Table of Contents for the *BOR Policy Manual* reflects a comprehensive array of BOR-approved policies for institutional operation within the USG. Relevant sections of that manual include Institutional Governance, Academic Affairs, Student Affairs, Public Service, Research, Finance & Business, Personnel, Facilities, Records & Publications, and Information Technology. Policies developed at the institutional level are expected to be consistent with BOR policies and subordinate to them. The BOR regularly reviews and updates polices as shown in the BOR Policy Manual revisions log.

Sources (In Order of Appearance)

- 🅿 OCGA 20-3-31
- 🅿 Board of Regents Policy Manual - Table of Contents
- 🅿 BOR Policy Revisions
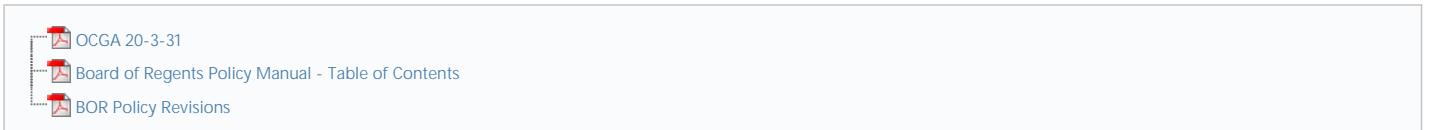
CS 3.2.3

Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

An extensive set of state laws and University System of Georgia (USG) Board of Regents (BOR) policies make conflicts of interest by governing board members unlawful and unacceptable. The institutional consolidation forming Middle Georgia State College (MGSC) had no impact on and made no changes to these existing regulations prohibiting conflicts of interest among members of the BOR of the USG.

As an agency of the state of Georgia, the BOR of the USG and its individual members are subject to rules and regulations pertaining to conflict of interest as defined in state law as well as in *BOR Bylaws.* There are at least eight sections of the Georgia Code and two sections of the *BOR Bylaws* that define and prohibit conflicts of interest for members of the BOR who are appointed by the Governor of Georgia to serve as part-time public officials in their capacity on the governing board. Those are summarized in Exhibit 3.2.

Exhibit 3.2.3 - Conflict of Interest Policies

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

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

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

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

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

State law article O.C.G.A. 45-10-20 defines the jurisdiction of these laws for "any person" and "public official" in a manner that includes the members of the BOR when it states:

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

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

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

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

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

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

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

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

Beyond these state laws, the Bylaws of the BOR reiterate some additional specific and related restrictions. Namely, Section II, Number 2 of the *BOR Bylaws* states that, "Members of the Board shall not accept gifts, honoraria, or other forms of compensation from University System institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions." Section V, Number 2 states that, "Except as permitted in these Bylaws or The Policy Manual of the Board, a member of the Board of Regents shall not recommend any person for employment in any position in the University System." Both of these excerpts from Regents Bylaws are rooted in state law as described above.
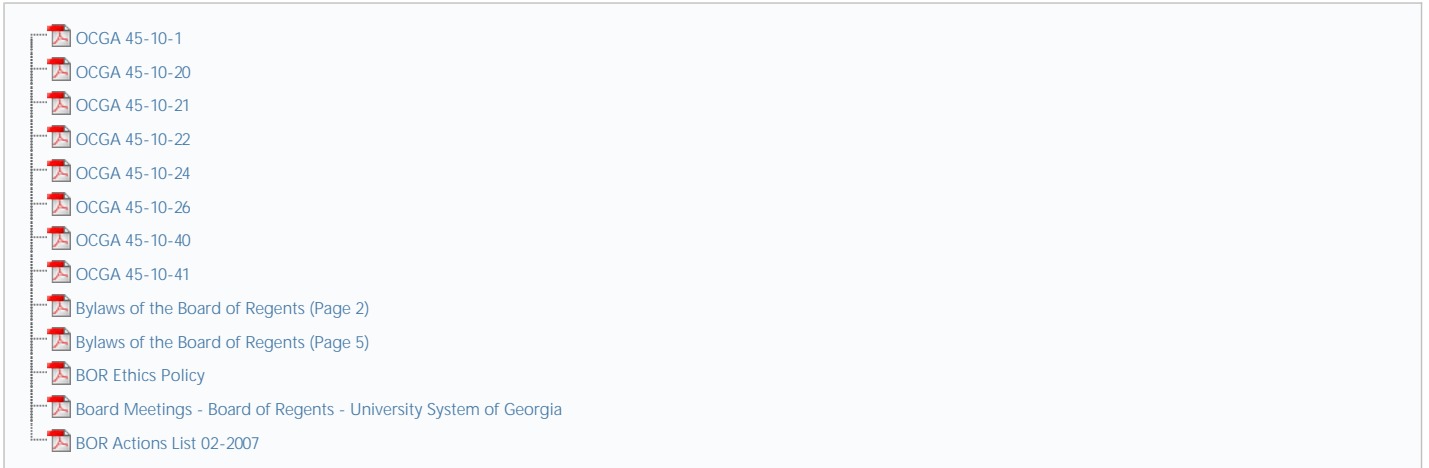
This extensive set of state regulations forms the context of a strong policy for the prohibition of conflict of interest among the members of MGSC's governing board.

On November 10, 2008, the BOR approved a new Ethics Policy to which all employees of the University System, including members of the Board of Regents, must adhere. Section 8.2.20.5 Code of Conduct specifically states "Disclose and avoid improper conflicts of interest." To enforce this policy, the Chancellor implemented mandatory

training beginning March 31, 2010. This training is administered electronically and is part of a three-pronged **approach the University System is taking to enhance compliance with state and federal regulations and to promote** ethical conduct by USG faculty, staff, administrators, vendors, contractors, and members of the Board of Regents.

Because of the important and sensitive nature surrounding ethics and conflicts of interest, the Regents adjourn to "executive session for the purpose of discussing personnel and compensation issues" at each monthly **meeting. Specific discussion and documentation does not become publicly available.** Board Minutes from 1996 to the present are publicly available online. To demonstrate that USG does address topics such as conflict of interest, in 2007 the Board actions recorded an "Information Item: Conflict of Interest."

Sources (In Order of Appearance)

- OCGA 45-10-1
- OCGA 45-10-20
- OCGA 45-10-21
- OCGA 45-10-22
- OCGA 45-10-24
- OCGA 45-10-26
- OCGA 45-10-40
- OCGA 45-10-41
- Bylaws of the Board of Regents (Page 2)
- Bylaws of the Board of Regents (Page 5)
- BOR Ethics Policy
- Board Meetings - Board of Regents - University System of Georgia
- BOR Actions List 02-2007

CS 3.2.4

External influence

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

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Constitutional, legal and policy-based regulations keep the Board of Regents (BOR) of the University System of Georgia (USG) free from undue influence. The institutional consolidation that formed Middle Georgia State College (MGSC) had no impact on and made no changes to these existing regulations.

The *Constitution of the State of Georgia* (Article VIII, Section IV, Paragraph 1), Georgia laws (O.C.G.A. 20-3-21, O.C.G.A. 20-3-31, and O.C.G.A. 20-3-53), and the *BOR Bylaws* (Section I, Paragraph 2) give the governing board independence and exclusive authority over the government, control, and management of the University System of Georgia, thus preventing undue influence from political, religious, and other external bodies.

The *BOR Policy Manual* Section 12.1 states:

> The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution (BOR Minutes, 1941-42, p. 88).

The Board's constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in Article VIII, Section IV, Paragraph 1 with these words:

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

Clearly, the constitutionally protected independence of the USG BOR which is reinforced by state laws is one of the governing board's strongest protections against undue political interference and influence from government officials and other state agencies.

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

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

Sources (In Order of Appearance)

  📄 Georgia Constitution (Page 63)
  📄 OCGA 20-3-21

OCGA 20-3-31

OCGA 20-3-53

Bylaws of the Board of Regents (Page 2)

BOR Policy Manual 12.1

Bylaws of the Board of Regents (Page 4)

Bylaws of the Board of Regents (Page 6)

OCGA 45-10-24

OCGA 45-10-1

OCGA 21-5-50

CS 3.2.5

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

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Middle Georgia State College is in compliance with this comprehensive standard.

The policy and procedures for board dismissal are in place for the University System of Georgia (USG) Board of Regents (BOR). The reasons for board dismissal as well as the process for dismissal are described in the *Official Code of Georgia* (OCGA), the *BOR Bylaws*, and the Constitution of the State of Georgia. The institutional consolidation that formed Middle Georgia State College (MGSC) had no impact on and made no changes to these regulations affecting board dismissal.

According to Section 20-3-26 of the *Official Code of the State of Georgia Annotated* (OCGA) and Section I.4 of the *BOR Bylaws*, members may be dismissed for failure to attend meetings:

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

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

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

> (a) All offices in the state shall be vacated:

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

> (b) Upon the occurrence of a vacancy in any office in the state, the officer or body authorized to fill the vacancy or call for an election to fill the vacancy shall do so without the necessity of a judicial determination of the occurrence of the vacancy. Before doing so, however, the officer or body shall give at least ten days' notice to the person whose office has become vacant, except that such notice shall not be required in the case of a vacancy caused by death, final conviction of a felony, or written resignation. The decision of the officer or body to fill the vacancy or call an election to fill the vacancy shall be subject to an appeal to the superior court; and nothing in this subsection shall affect any right of any person to seek a judicial determination of the eligibility of any person holding office in the state. The provisions of this subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.

Sources (In Order of Appearance)

- 📄 OCGA 20-3-26
- 📄 Bylaws of the Board of Regents (Page 2)
- 📄 Georgia Constitution (Page 63)
- 📄 OCGA 45-5-1

CS 3.2.6

Board/administration distinction

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

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The policies and practices of the Board of Regents (BOR) ensure an appropriate distinction between the governing board's policy-making authority and the responsibility of institutional administrations and faculty to administer and implement BOR policy. The institutional consolidation that formed Middle Georgia State College (MGSC) had no impact on or resulted in no changes to this existing distinction. In fact, the consolidation process is a prime example of how this distinction operates in practice.

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

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

This authority is designated in the *Official Code of Georgia Annotated*, Section 20-3-31, and the *Constitution of the State of Georgia*, Article VIII, Section 4, Paragraph I.

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

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

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

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

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

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

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

> 2.5.1 Executive Head of Institution

> The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad

enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

2.5.3 Personnel Policies

The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper.

He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BOR Minutes, February, 2007).

The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BOR Minutes, 1977-78, p. 123; 1982-83, p. 225).

2.5.4 Agreements

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

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

2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, located within the State of Georgia, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be effective for one year with the option of annual renewal as specified therein and shall be subject to cancellation by either party.

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

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

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

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

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

The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he/she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership. Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president.

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

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

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

A copy of an institution's statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution (BOR Minutes, 1986- 87, p. 333; May 2010).
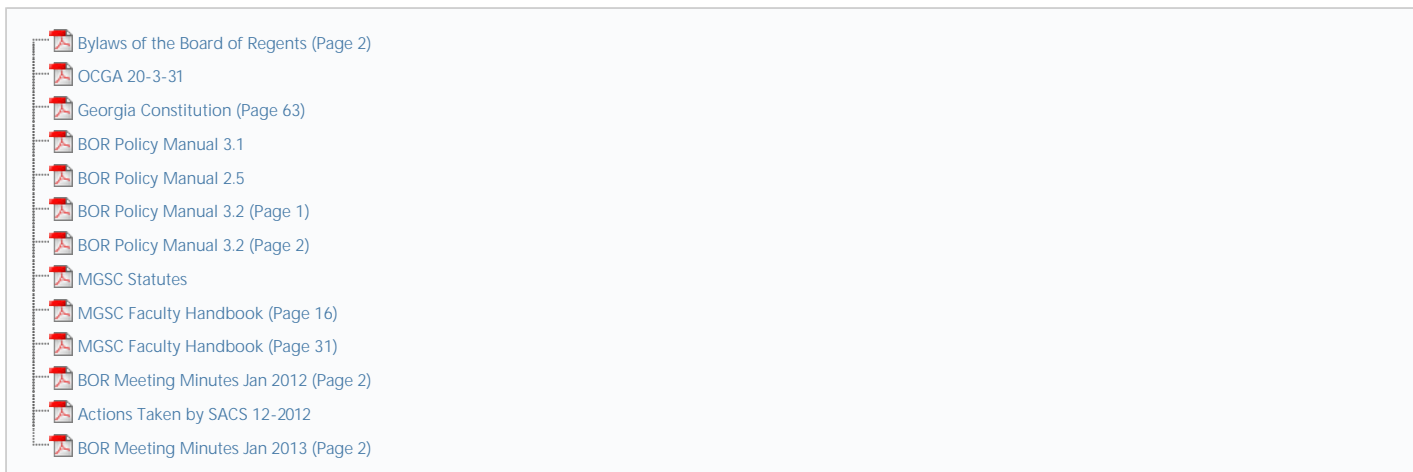
The administrative and faculty roles and responsibilities at MGSC are delineated more specifically in the *MGSC Statutes*, Articles 3 and 4 and in the *MGSC Faculty Handbook* Sections 2.07 and Section 3. Additionally, administrative position descriptions are posted for each administrator -- director through president -- in the response to Comprehensive Standard 3.2.8.

BOR's institutional consolidation initiative is a prime example of how the BOR's policy-making authority is distinguished in practice from the responsibility of system and institutional personnel to administer and implement Board policy. In January 2012, the BOR exercised its policy-making prerogative to consolidate Macon State College and Middle Georgia College along with three other consolidation pairings of USG member institutions. In that same BOR action, according to the January 2012 BOR Meeting Minutes, the BOR charged the USG Chancellor to "take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success," retaining their BOR authority to approve final determinations including the effective date.

The Chancellor in turn charged his staff to facilitate consolidation efforts at the system level and identified lead presidents for each consolidation pairing to coordinate their administrations and faculties and to form working teams to resolve the practical matters of smooth institutional consolidations. As the practical matters of consolidation were resolved at the institutional and system levels during 2012, the BOR acted when needed as in the approval of **recommended institutional names and missions for the consolidated institutions.**

Following Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval of the consolidation prospectuses in December 2012, the BOR exercised its policy-making authority to formalize the institutional consolidations effective on January 8, 2013 and officially appoint the presidents of the newly consolidated institutions.

Sources (In Order of Appearance)

- Bylaws of the Board of Regents (Page 2)
- OCGA 20-3-31
- Georgia Constitution (Page 63)
- BOR Policy Manual 3.1
- BOR Policy Manual 2.5
- BOR Policy Manual 3.2 (Page 1)
- BOR Policy Manual 3.2 (Page 2)
- MGSC Statutes
- MGSC Faculty Handbook (Page 16)
- MGSC Faculty Handbook (Page 31)
- BOR Meeting Minutes Jan 2012 (Page 2)
- Actions Taken by SACS 12-2012
- BOR Meeting Minutes Jan 2013 (Page 2)

CS 3.2.7

Organizational structure

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The University System of Georgia (USG) *Board of Regents (BOR) Policy Manual* Section 2.5.1: Executive Head of Institution and *BOR Policy Manual* Section 2.5.2: Ex-Officio Faculty Chair explains the relationship between the USG BOR, the Chancellor, and the institution's president:

> The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-74, pp.69-71; 1977-78, pp. 167-168; April, 2007, pp.76-77).

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

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

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

The organizational structure specific to Middle Georgia State College (MGSC) is published in the *MGSC Statutes*, *MGSC Faculty Handbook*, and online within the College's website. The *MGSC Statutes* and *MGSC Faculty Handbook* delineate the organizational structure through organizational charts and descriptions of the administrative responsibilities of each position. The College's website provides the organizational charts of key administrative positions. Complete administrative organizational charts delineating the pathways for the administration of policies are also available in the response to Comprehensive Standard 3.2.8. Following each chart is an explanation table that defines the major responsibility of each administrator in the policy administration process.

Sources (In Order of Appearance)

- BOR Policy Manual 2.5
- MGSC Statutes (Page 2)
- MGSC Faculty Handbook (Page 16)
- MGSC Organization Charts
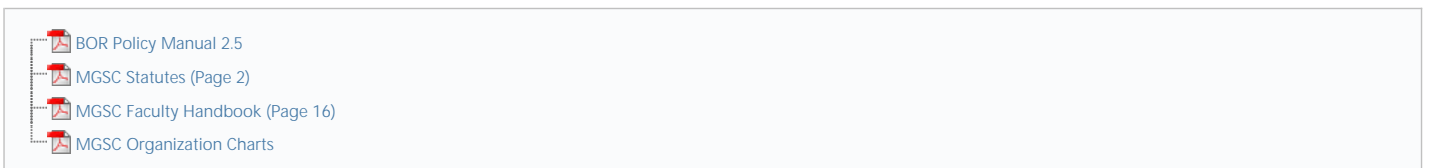
CS 3.2.8

Qualified administrative/academic officers

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

While the organizational structure of Middle Georgia State College (MGSC) was impacted by the consolidation, MGSC continues to have qualified administrative and academic officers. The positions of the organizational structure established for the consolidated institution were filled with internal candidates. The MGSC administrative positions were typically filled by individuals who had served in the same or a similar position at Macon State College (MSC) or Middle Georgia College (MGC) prior to the effective date of consolidation. In many cases where two individuals held similar positions and only one was selected to continue in that role at MGSC, the other was typically reassigned to another position. Position vacancies facilitated some of those decisions as did planned consolidation of administrative budgets. Approximately 59% of the MGSC administrative positions (director/chair or higher) were filled by MSC employees, and the rest were filled by MGC employees. Only the President of MGC received a notice of discontinued employment as a function of institutional consolidation.

MGSC has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. These individuals exercised their leadership prior to consolidation and have continued to demonstrate effective leadership at the consolidated institution. Exhibit 3.2.8.a-3.2.8.i demonstrate that MGSC administrative personnel are well qualified. These administrators all have extensive years of progressive experience related to the position they hold as well as appropriate professional and academic credentials. Job descriptions and resumes/vitae are provided for administrators down to the level of department director/chair.

The University System of Georgia (USG) Board of Regents (BOR) is responsible for the selection and employment of the MGSC President. The President, or designee(s), determines the minimum qualifications for the appointment of MGSC administrative and academic officers, using the job descriptions outlined in the *MGSC Faculty Handbook*. All administrative and academic administrators satisfy the requirements prescribed by these position descriptions.

Exhibit 3.2.8.a: Middle Georgia State College Cabinet

Middle Georgia State College - Cabinet
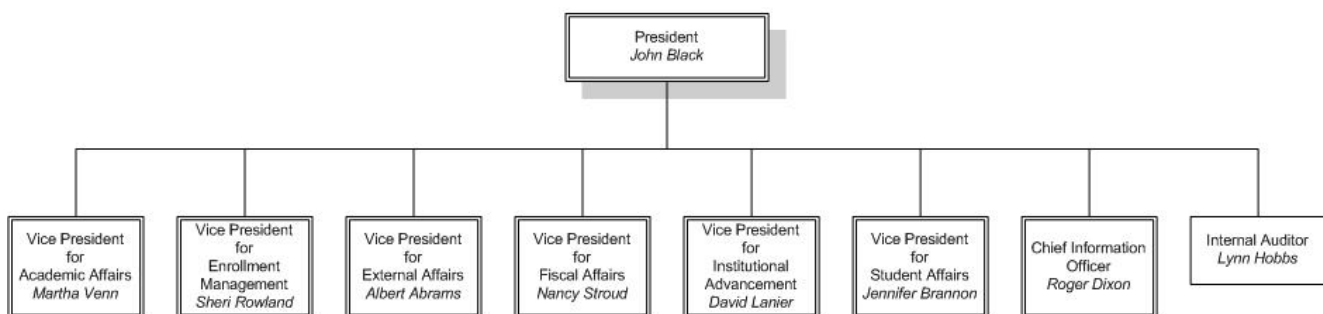
Title (click on title to see full job description)	Name (click name to see qualifications)
President	Dr. John Black
Vice President for Academic Affairs	Dr. Martha Venn
Vice President for Enrollment Management	Dr. Sheri Rowland
Vice President for External Affairs	Mr. Albert Abrams
Vice President for Fiscal Affairs	Mrs. Nancy Stroud
Vice President for Institutional Advancement	Mr. David Lanier
Vice President for Student Affairs	Mrs. Jennifer Brannon
Chief Information Officer	Mr. Roger Dixon
Internal Auditor	Mrs. Lynn Hobbs

Exhibit 3.2.8.b: Academic Affairs Office
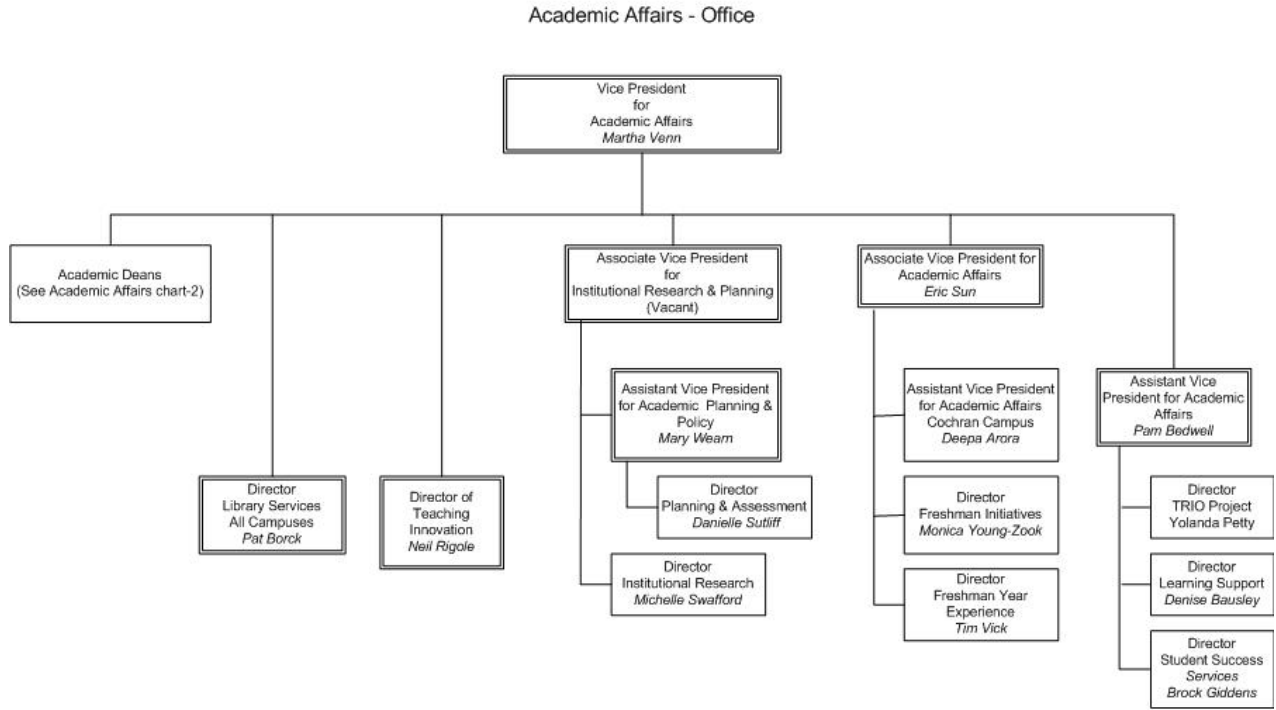
Academic Affairs - Office

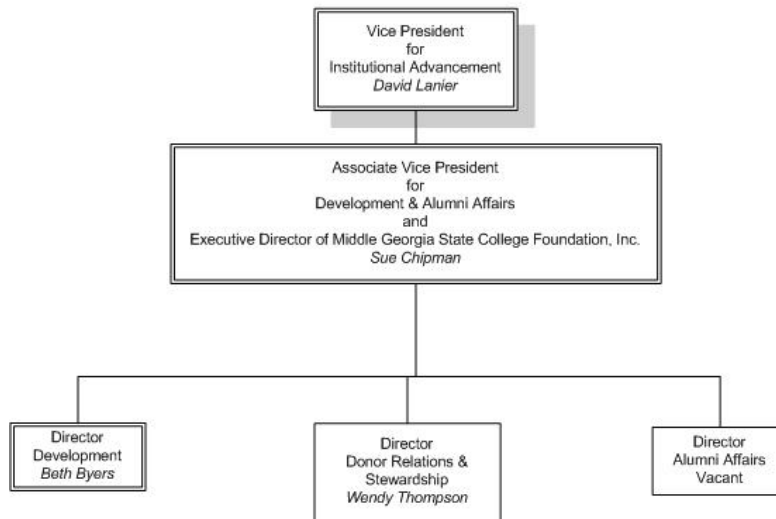| Title (click on title to see full job description)	Name (click name to see qualifications)
Associate Vice President for Institutional Research Planning	(Vacant)
Associate Vice President for Academic Affairs	Dr. Eric Sun
Assistant Vice President for Academic Planning Policy	Dr. Mary Wearn
Assistant Vice President for Academic Affairs	Dr. Pam Bedwell
Assistant Vice President for Academic Affairs Cochran Campus	Dr. Deepa Arora
Director – Library Services – All Campuses	Mrs. Pat Borck
Director - Teaching Innovation	Dr. Neil Rigole
Director – Planning & Assessment	Mrs. Danielle Sutliff
Director – Institutional Research	Ms. Michelle Swafford
Director – Freshman Initiatives	Dr. Monica Young-Zook
Director – Freshman Year Experience	Mr. Tim Vick
Director - TRIO Project	Mrs. Yolanda Petty
Director – Learning Support	Mrs. Deneice Bausley
Director – Student Success Services	Mr. Brock Giddens

Source: Office of the President

Exhibit 3.2.8.c: Academic Affairs - Academic Schools

Academic Affairs
Academic Schools
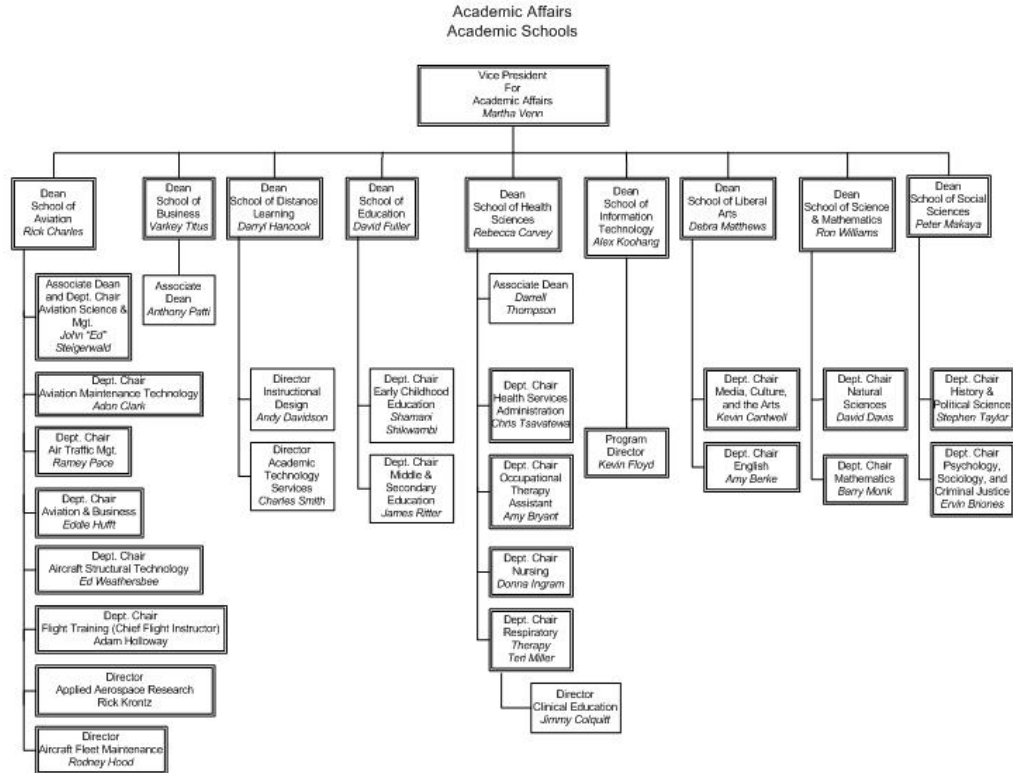
Title (click on the title to see full job description)	Name (click name to see qualifications)
Dean – School of Aviation	Dr. Rick Charles
Dean – School of Business	Dr. Varkey Titus
Dean – School of Distance Learning	Dr. Darryl Hancock
Dean – School of Education	Dr. David Fuller
Dean – School of Health Sciences	Dr. Rebecca Corvey
Dean – School of Information Technology	Dr. Alex Koohang
Dean – School of Liberal Arts	Dr. Debra Matthews
Dean – School of Social Sciences	Dr. Peter Makaya
Dean – School of Science & Mathematics	Dr. Ronald Williams
Associate Dean and Department Chair – Aviation Science & Management	Mr. John "Ed" Steigerwald
Associate Dean – School of Business	Dr. Anthony Patti
Associate Dean – School of Health Sciences	Dr. Darrell Thompson
Department Chair - Aviation Maintenance Technology	Mr. Adon Clark
Department Chair – Air Traffic Management	Mr. Ramey Pace
Department Chair – Aviation & Business	Mr. Eddie Hufft
Department Chair – Aircraft Structural Technology	Mr. Ed Weathersbee
Department Chair – Flight Training	Mr. Adam Holloway
Department Chair – Early Childhood Education	Dr. Shamani Shikwambi
Department Chair – Middle & Secondary Education	Dr. James Ritter
Department Chair – Health Services	Mr. Chris Tsavatewa
Department Chair – Occupational Therapy Assistant	Mrs. Amy Bryant
Department Chair – Nursing	Dr. Donna Ingram
Department Chair – Respiratory Therapy	Mrs. Teri Miller
Department Chair – Media, Culture, and the Arts	Dr. Kevin Cantwell
Department Chair – English	Dr. Amy Berke
Department Chair – History & Political Science	Dr. Stephen Taylor
Department Chair – Psychology, Sociology, and Criminal Justice	Dr. Ervin Briones
Department Chair – Natural Sciences	Dr. David Davis
Department Chair – Mathematics	Dr. Barry Monk
Director – Applied Aerospace Research	Mr. Rick Krontz
Director – Aircraft Fleet Maintenance	Mr. Rodney Hood
Director – Instructional Design	Mr. Andy Davidson
Director – Academic Technology Services	Mr. Charles Smith
Director – Clinical Education	Mr. Jimmy Colquitt
Program Director – School of Information Technology	Dr. Kevin Floyd

Source: Office of the President

Exhibit 3.2.8.d: Enrollment Management
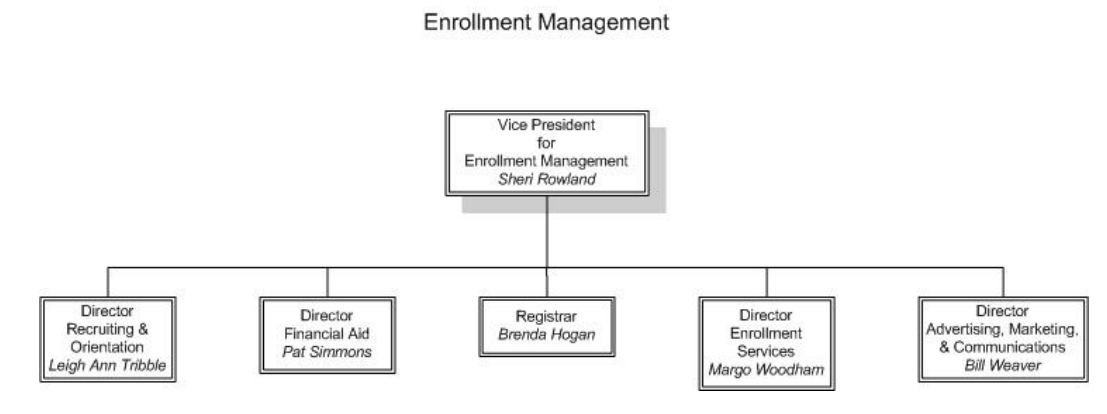
Title (click on title to see full job description)	Name (click name to see qualifications)
Director – Recruiting & Orientation	Mrs. Leigh Ann Tribble
Director – Financial Aid	Mrs. Pat Simmons
Registrar	Mrs. Brenda Hogan
Director – Enrollment Services	Mrs. Margo Woodham
Director – Advertising, Marketing, Communications	Mr. Bill Weaver

Source: Office of the President

Exhibit 3.2.8.e: External Affairs
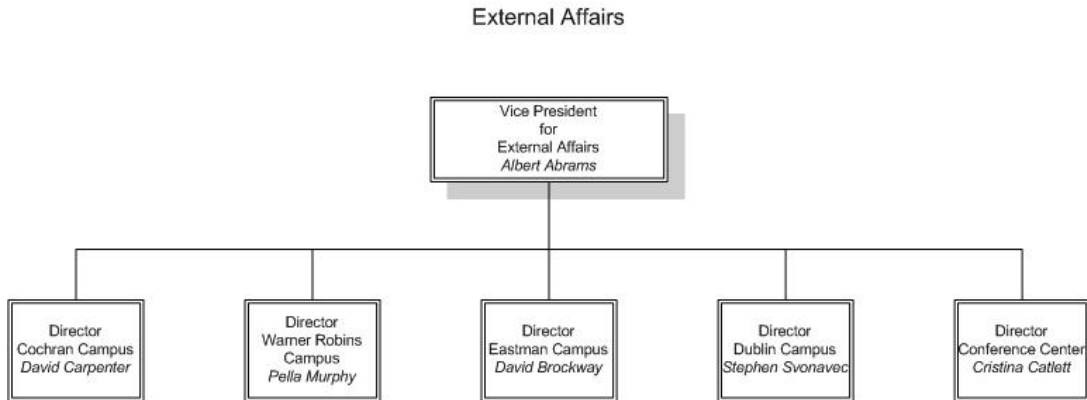
External Affairs

Title (click on title to see full job description)	Name (click name to see qualifications)
Director – Cochran Campus	Mr. David Carpenter
Director – Warner Robins Campus	Mrs. Pella Murphy
Director – Eastman Campus	Mr. David Brockway
Director – Dublin Campus	Dr. Stephen Svonavec
Director - Conference Center	Ms. Cristina Catlett

Source: Office of the President

Exhibit 3.2.8.f: Fiscal Affairs
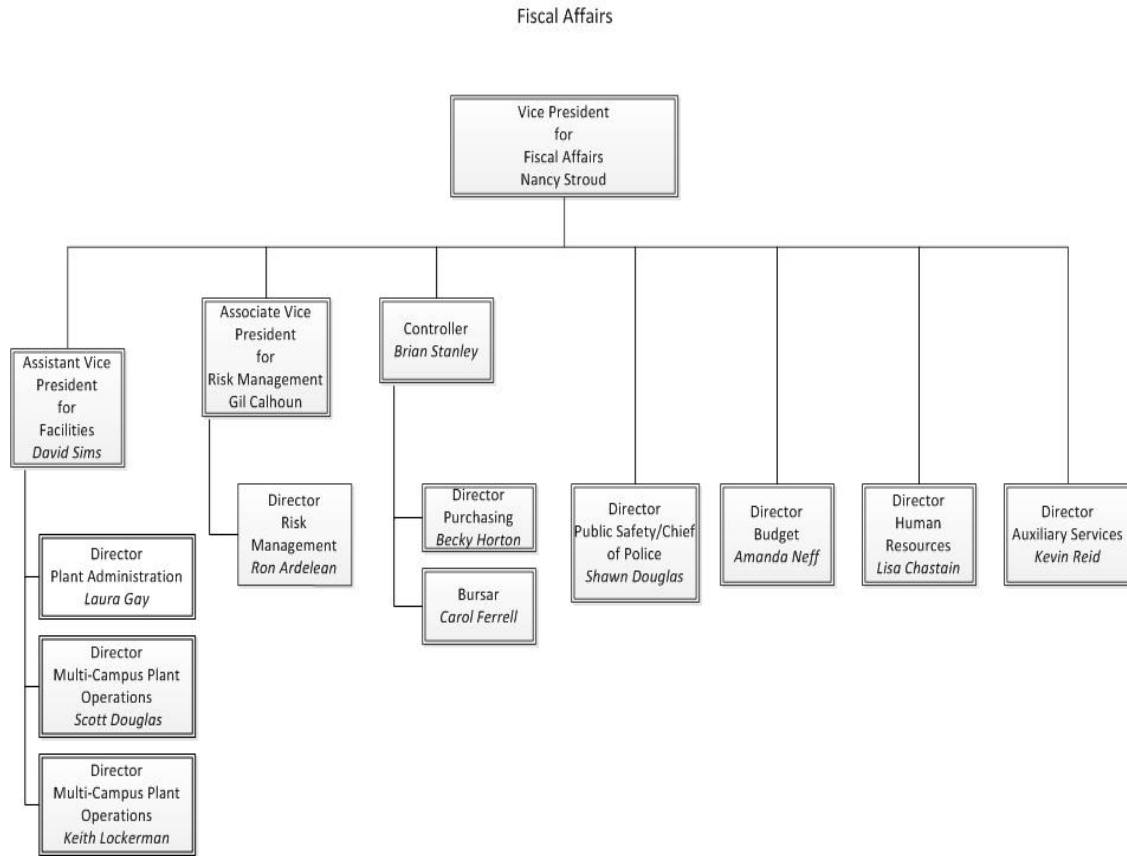
Fiscal Affairs

Title (click on title to see full job description)	Name (click name to see qualifications)
Associate Vice President for Risk Management	Mr. Gil Calhoun
Assistant Vice President for Facilities	Mr. David Sims
Controller	Mr. Brian Stanley
Director Plant Administration	Mrs. Laura Gay
Director Multi-Campus Plant Operations	Mr. Scott Douglas
Director Multi-Campus Plant Operations	Mr. Keith Lockerman
Director Public Safety/Chief of Police	Mr. Shawn Douglas
Director Risk Management	Mr. Ron Ardelean
Director Purchasing	Mrs. Becky Horton
Director Budget	Mrs. Amanda Neff
Director Human Resources	Mrs. Lisa Chastain
Director Auxiliary Services	Mr. Kevin Reid
Bursar	Mrs. Carole Ferrell

Source: Office of the President

Exhibit 3.2.8.g: Institutional Advancement

Institutional Advancement

Title (click on title to see full job description)	Name (click name to see qualifications)
Associate Vice President for Development Alumni Affairs and Executive Director of Middle Georgia State College Foundation, Inc	Mrs. Sue Chipman
Director Development	Mrs. Beth Byers
Director Donor Relations & Stewardship	Mrs. Wendy Thompson
Director Alumni Affairs	(Vacant)

Source: Office of the President

Exhibit 3.2.8.h: Student Affairs

Student Affairs
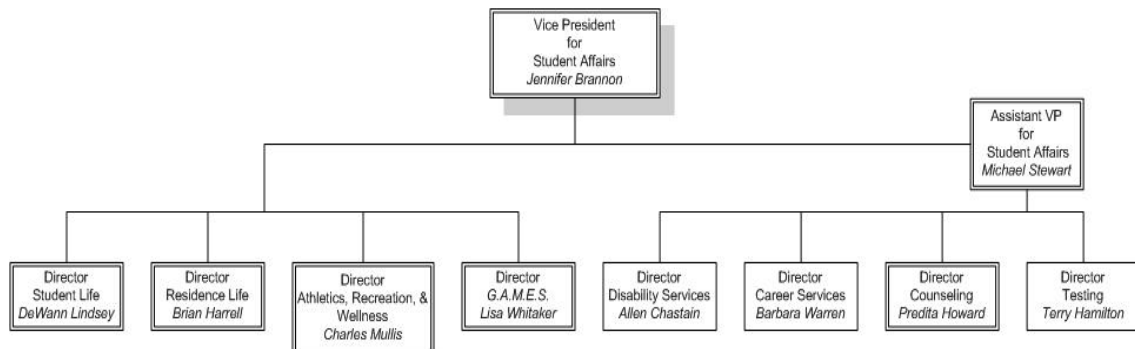
Title (click on title to see full job description)	Name (click name to see qualifications)
Assistant Vice President for Student Affairs	Mr. Michael Stewart
Director – Student Life	Mrs. DeWann Lindsey
Director – Residence Life	Mr. Brian Harrell
Director – Athletics, Recreation, & Wellness	Mr. Charles Mullis
Director – G.A.M.E.S.	Mrs. Lisa Whitaker
Director – Disability Services	Mr. Allen Chastain
Director – Career Services	Mrs. Barbara Warren
Director – Counseling	Mrs. Predita Howard
Director – Testing	Mr. Terry Hamilton

Source: Office of the President

Exhibit 3.2.8-i: Office of Technology Resources

Office of Technology Resources
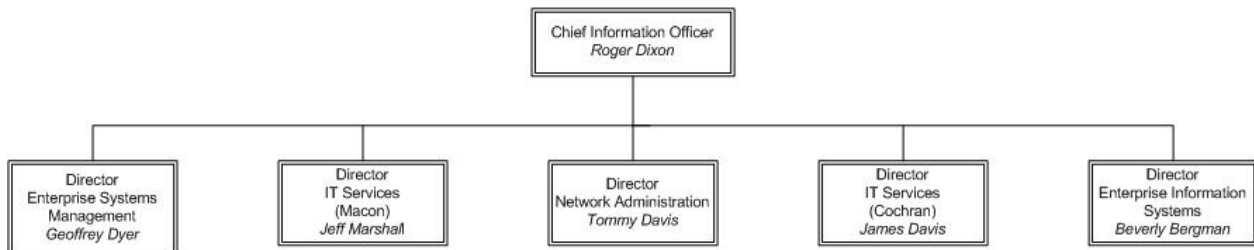
Chief Information Officer
Roger Dixon

Director Enterprise Systems Management Geoffrey Dyer

Director IT Services (Macon) Jeff Marshall

Director Network Administration Tommy Davis

Director IT Services (Cochran) James Davis

Director Enterprise Information Systems Beverly Bergman

Title (click on title to see full job description)	Name (click name to see qualifications)
Director – Enterprise Systems Management	Mr. Geoffrey Dyer
Director – IT Services (Macon)	Mr. Jeff Marshall
Director – Network Administration	Mr. Tommy Davis
Director – IT Services (Cochran)	Mr. James Davis
Director – Enterprise Information Systems	Mrs. Beverly Bergman

Source: Office of the President

Sources (In Order of Appearance)

- MGSC Faculty Handbook (Page 16)
- PO-1 MGSC - President
- Black John
- AA01 - Vice President for Academic Affairs
- Venn Martha
- EM01 - Vice President for Enrollment Management
- Rowland Sheri
- EA01 - Vice President for External Affairs
- Abrams Albert
- VPFA01 - Vice President for Fiscal Affairs
- Stroud Nancy
- OIA01 - Vice President for Institutional Advancement
- Lanier David
- SA01 - Vice President for Student Affairs
- Brannon Jennifer
- OTR01 - Chief Information Officer
- Dixon Roger.doc
- IA01 - Internal Auditor
- Hobbs Lynn
- AA21 - Associate Vice President for Institutional Research and Planning
- AA19 - Associate Vice President for Academic Affairs
- Sun Eric

- AA03 - Assistant Vice President for Academic Planning & Policy
- Wearn Mary
- AA04 - Assistant Vice President for Academic Affairs
- Bedwell_Pamela
- AA05 - Assistant Vice President for Academic Affairs - Cochran Campus
- Arora Deepa
- LS01 - Director of Library Services
- Borck Patricia
- AA18 - Director of Teaching Innovation
- Rigole Neil
- AA07 - Director of Planning & Assessment
- Sutliff Danielle
- AA06 - Director of Institutional Research
- Swafford Michele
- AA17 - Director of Freshman Initiatives
- YoungZook Monica
- AA20 - Director of Freshman Year Experience
- Vick Timothy
- AATRIOSSS1 - Director of TRIO Student Support Services Program
- Petty Yolanda
- AALS1Director Learning Support Progam
- Bausley Deneice
- AA08 - Director of Student Success Services
- Giddens Brock
- AV01 - Aviation Dean, Aviation
- Charles Richard
- BUS01 - Academic Dean, School of Business
- Titus Varkey
- DL01 - Academic Dean, Distance Learning
- Hancock Darryl
- ED01 - Academic Dean, Education
- Fuller David
- HS01 - Academic Dean, Health Sciences
- Corvey Rebecca
- IT01 - Academic Dean, Information Technology
- Koohang Alex
- LA01 - Academic Dean, Liberal Arts
- Matthews Debra
- SS01 - Academic Dean, Social Sciences
- Makaya Peter
- SM01 - Academic Dean, Science & Mathematics
- Williams Ronald
- AV04 - Assoc Dean and Depart Chair, Aviation Sc & Mgt
- Steigerwald Ed
- BUS05 - -Associate Dean School of Business
- Patti Anthony
- HS09 - Associate Dean, Health Sciences
- Thomspon Darrell
- AV03 - Department Chair, Aviation Maintenance Technology
- Clark Adon
- AV05 - Department Chair, Air Traffic Management
- Pace Ramey
- AV07 - Department Chair, Aviation & Business
- Hufft Edward
- AV06 - Department Chair, Aircraft Structural Technology
- Weathersbee Ed

- AV02 - Department Chair, Flight Instruction (Chief Flight Instructor)
- Holloway Adam
- ED07 - Department Chair EarlyChildhoodSpecial Education
- Shikwambi Shamani
- ED02 - Department Chair, Middle & Secondary Education
- Ritter James
- HS04 - Department Chair, Health Services Administration
- Tsavatewa Christopher
- HS10 - Department Chair, Occupational Therapy Assistant
- Bryant Amy
- HS02 - Department Chair, Nursing
- Ingram Donna
- HS03 - Department Chair, Respiratory Therapy
- Miller Teresa
- LA02 - Department Chair, Media, Culture and the Arts
- Cantwell Kevin
- LA03 - Department Chair, English
- Berke Amy
- SS03 - Department Chair, History & Political Science
- Taylor Stephen
- SS02 - Department Chair, Psychology Sociology Criminal_Justice
- Briones Ervin
- SM04 - Department Chair, Natural Sciences & Engineering
- Davis David
- SM03 - Department Chair, Mathematics
- Monk Barry
- AV08 - Director of Applied Aerospace Research
- Krontz Rick
- AV10 - Director of Aircraft Fleet Maintenance
- Hood Rodney
- DL04 -Director of Instructional Design
- Davidson Andy
- DL03 - Director of Academic Technology Services
- Smith Charles
- HS11 - Director of Clinical Education
- Colquitt James
- IT02 - Information Technology Program Director
- FLoyd Kevin
- RO01 - Director of Recruiting and Orientation
- Tribble LeighAnn
- FA01 - Director of Financial Aid
- Simmons Pat
- REG01 - Registrar
- Hogan Brenda
- ES01 - Director of Enrollment Services
- Woodham Margo
- COM01 - Advertisitng, Marketing and Communications Director
- Weaver William
- EA12 - Cochran Campus Director
- Carpenter David
- EA04 - Warner Robins Campus Director
- Murphy Pella
- EA03 - Eastman Campus Director
- Brockway David
- EA05 - Dublin Campus Director
- Svonavec Stephen

- EA07 - Director, Conference Center
- Catlett Cristina
- RM01 - Associate Vice President for Risk Management
- Calhoun Gil
- FAC01 - Assistant Vice President for Facilities
- Sims David
- CO01 - Controller
- Stanley Brian
- FAC02 - Plant Administration Director
- Gay Laura
- FAC03 - Multi-Campus Plant Operations Director
- Douglas Scott
- Lockerman Keith
- PS01 - Director of Public Safety
- Douglas Shawn
- RM02 - Director of Risk Management
- Ardelean Ron
- CO05 - Purchasing Director
- Horton Becky
- BO01 - Budget Director
- Neff Amanda
- HR01 - Director of Human Resources
- Chastain Lisa
- AS01 - Director of Auxiliary Services
- Reid Kevin
- CO02 - Bursar
- Ferrell Carol
- OIA02 - Associate Vice President for Development & Alumni Affairs
- Chipman Sue
- OIA03 - Development Director
- Byers Beth
- OIA04 - Donor Relations and Stewardship Director
- Thompson Wendy
- OIA05 - Alumni Affairs Director
- SA02 - Assistant Vice President for Student Affairs
- Stewart Michael
- SA03 - Director of Student Life
- Lindsey Dee
- RL01 - Director of Residence Life
- Harrell Brian
- AR01 - Athletics, Recreation & Wellness Director
- Mullis Charles
- SA04 - Director of GAMES
- Whitaker Lisa
- SA07 - Director of Disability Services
- Chastain Allen
- SA09 - Director of Career Services
- Warren Barbara
- SA08 - Director of Counseling
- Howard Predita
- SA18 - Director of Testing
- Hamilton Terry
- OTR05 - Enterprise Information Systems Director
- Dyer Geoff
- OTR04 - Information Technology Services Director
- Marshall Jeff

- OTR03 - Network Administration Director
- Davis Tommy
- Davis James
- Bergman Beverly
- Cairney Chris
- DL02 - Associate Dean, Distance Learning
- OTR02 - Enterprise Systems Management Director
- SmithTerry
- Walters Laurie

CS 3.2.9

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

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) publishes policies regarding the appointment, employment, and evaluation of all employees.

The University System of Georgia (USG) *Board of Regents (BOR) Policy Manual* Section 8 includes the following: a statement of non-discrimination in hiring, definitions of faculty and classified employees, leave policies, retirement, and benefits. *BOR Policy Manual* Section 8.3 covers faculty hiring and employment issues and *BOR Policy Manual* Section 8.4 and the *BOR Human Resources Administrative Practices Manual* covers policies for classified personnel. Lastly, *BOR Policy Manual* Section 8.2.5 states that "Each new employee shall be responsible for reading and familiarizing himself/herself with the contents of the appropriate policy and/or procedures manuals at his/her institution."

MGSC policies for appointment, employment, and evaluation approved by the Faculty Senate are published on the MGSC web site and are found in manuals as described below. During the first week of employment, the institution requires all new hires, both faculty and staff, to attend a new employee orientation, delivered by the Human Resources office and available online. The purpose of this orientation is to provide information about insurance programs, vacation and leave benefits, retirement programs, the work week and hours of work, and other benefits. Other information regarding college guidelines and policies are discussed.

Appointment, Employment and Evaluation of Academic Personnel

Academic personnel are appointed, employed and evaluated through the oversight of the Office of Academic Affairs in collaboration with the Office of Fiscal Affairs and ultimately the Office of the President. The USG *BOR Policy Manual* 8.3.1 requires certain processes to be implemented in regards to the appointment, employment and evaluation of all academic personnel. Details of these policies and procedures specific to MGSC are published in the *MGSC Faculty Search Manual*, the *MGSC Faculty Handbook* Section 4, and on the Office of Academic Affairs-Faculty Affairs website.

Appointment of Academic Personnel

The *MGSC Faculty Search Manual* outlines the steps of the faculty search process. The academic administrator for the unit submits a Faculty Request Form and a Demonstration of Need Form to the Office of Academic Affairs (example of completed Faculty Request Form). Upon approval by the Vice President for Academic Affairs (VPAA), the form is submitted to the Office of Fiscal Affairs for approval. Once approved, the Office of the President reviews and approves the position to be advertised for hiring. The Office of Academic Affairs notifies the academic unit administrator, and a search is initiated to fulfill that employment line. The *MGSC Faculty Handbook* Section 4.02.02 requires all tenure-track faculty position searches to be coordinated by a search committee recommended by the Dean and approved by the VPAA. The search committee is comprised of at least five members selected from among faculty, with at least one faculty member from outside the department/school.

Academic Administrators from the position of chair and higher are hired using the same process described above except for the deviation of the search committee structure, and there is no requirement for the Demonstration of Need Form. Search committees for department chairs include faculty representation from the academic department, administrators from other academic departments/schools, and one non-academic representative. A chair/dean from another academic department/school serves as the chair of the search committee. Search committees for academic deans include faculty representation from the academic school and a non-academic vice president. A dean from another academic school serves as the chair of the search committee.

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

Employment of Academic Personnel

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

Evaluation of Academic Personnel

The *BOR Policy Manual* 8.3.5 identifies the process for the evaluation of academic personnel. Faculty are evaluated annually by their immediate supervisor. The evaluation process includes a faculty self-report which includes students' evaluations, immediate supervisor's evaluation, and a conference. Upon the conclusion of the conference, the annual evaluation form is signed by both parties and forwarded to the dean and/or the VPAA. Ultimately all academic units submit annual faculty evaluations to the Office of Academic Affairs. In the event that a faculty member decides to refute the immediate supervisor's evaluation, he or she may file a written rebuttal to the supervisor, and any supervisor's response will be included in a separate document. Tenure track faculty complete additional evaluation steps; faculty who have completed three years with the institution undergo an in-depth pre-tenure review (MGSC *Faculty Handbook* - Section 4.05.02.3 - Third Year Review). Tenured faculty complete a post-tenure review every five years (MGSC *Faculty Handbook* - 4.07.03 - Post-Tenure Review). All evaluation documents are reviewed and filed in the Office of Academic Affairs.

The BOR Policy 8.3.5.3 on senior academic administrative evaluations states that academic administrators are evaluated using a performance management instrument. Academic administrators are evaluated annually by immediate supervisors. The evaluation process includes an academic administrator self-report, immediate supervisor evaluation, and a conference. Upon the conclusion of the conference, the annual evaluation is signed by both parties and forwarded to the Office of the President. Every third year, academic administrators are evaluated by subordinates (one level down). In schools with no departments, academic administrators are evaluated by the faculty of the unit. All academic personnel in the Office of Academic Affairs from the Vice President down are evaluated by immediate supervisors (AA Evaluations).

Appointment, Employment, and Evaluation of All Non-Academic Personnel

Non-academic personnel are appointed, employed, and evaluated under the oversight of the Department of Human Resources in collaboration with the Office of Fiscal Affairs. Policies and procedures for the appointment, employment, and evalution of non-academic personnel are found in the *BOR Human Resources Administrative Practices Manual*, *BOR Policy Manual* Section 8, and *MGSC Administrative Policies and Procedures Manual*.

Appointment of Non-Academic Personnel

Prior to hiring classified employees, the following steps are followed. The supervisor of the unit submits a Personnel Request Form to the Budget Office who then forwards the form to the respective vice president. The vice president then forwards the request to the Office of Fiscal Affairs for approval. Once approved, the Office of Fiscal Affairs forwards the request to Human Resources for advertising. The *MGSC Administrative Policies and Procedures Manual* outlines the steps for maintaining and viewing resumes.

Employment of Non-Academic Personnel

The hiring manager completes a Personal Services Form (PSF) to officially hire the selected candidate. The PSF is forwarded to the respective vice president and the Vice President for Fiscal Affairs. The PSF is then forwarded to Human Resources. The Vice President of Fiscal Affairs sends an offer letter to the selected candidate.

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

Evaluation of Non-Academic Personnel

The *BOR Human Resources Administrative Practices Manual* states that the performance evaluation process shall be for the purpose of career development and merit pay recommendations. All classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but no less than once each year. MGSC classified employees are evaluated using the time period of March 1st through February 28th. The University System supports a performance management process that is consistent, continuous, and emphasizes communication between supervisors and employees (Performance Evaluation Form).

Sources (In Order of Appearance)

- BOR Policy Manual 8 Table of Contents
- BOR Policy Manual 8.3
- BOR Policy Manual 8.4
- BOR Human Resources Administrative Practice Manual
- BOR Policy Manual 8.2 (Page 2)
- New Employee Orientation
- MGSC Faculty Handbook (Page 53)
- Faculty Affairs
- Middle Georgia State College Search Manual
- Faculty Request Form
- Faculty Request Demonstration of Need
- Faculty Position Request Social Sciences PsycSoc_LecturerCRJU 5-15-13
- MGSC Faculty Handbook (Page 56)
- Sample 10 month tenured faculty contract
- BOR Policy Manual 8.3 (Page 3)
- Sample Chair Contract
- BOR Policy Manual 8.3 (Page 5)
- MGSC Faculty Self Evaluation
- Supervisor Annual Faculty Evaluation
- MGSC Faculty Handbook (Page 62)
- MGSC Faculty Handbook (Page 75)
- MGSC Administrative Eval Portfolio
- AA Performance Eval 2013 4-23-13
- MGSC Administrative Policies and Procedures Manual
- Personnel Request Form
- Personal Services Form
- SOGA Background Check Consent Form
- Security oath
- BOR Ethics Policy
- Federal Form W-4
- State Tax Form G-4
- TRS Membership Enrollment Form
- Retirement Election Form
- Performance Eval
- State Security Questionaire and Loyalty Oath

CS 3.13

Policy Compliance

If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) operates under the authority of the University System of Georgia (USG). The USG is led by a Chancellor and governed by an 19 member board known as the Board of Regents (BOR). The BOR oversees the operation of 31 institutions of higher learning.

Legal Authority of the Governing Board

The BOR receives its legal authority through the *Constitution of the State of Georgia* and by acts of the General Assembly (Article VIII, Section IV, Paragraph 1 (b), *Constitution of the State of Georgia*). As stated in the *Official Code of Georgia Annotated*, the BOR shall have the power:

- To make such reasonable rules and regulations as are necessary for the performance of its duties;
- To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- To establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired; and
- To exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state.

In addition, the *BOR Bylaws* articulate the authority of the BOR over its member institutions (Section I, 2, *BOR Bylaws*).

The Charter of the BOR consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the "Board of Regents of the University System of Georgia." The name of the corporation heretofore established and existing under the name and style, "Trustees of the University of Georgia" be and the same is hereby changed to "Regents of the University System of Georgia."
- The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

Organizational Structure of the University System

As stated in the *Constitution of the State of Georgia*, the BOR consists of one member from each congressional district and five additional members, appointed by the Governor and confirmed by the Senate. Thirteen congressional districts provide a governing body of 19 members.

The BOR appoints a Chancellor who serves as the System's chief executive officer and oversees all matters pertaining to funding, administration, and operation of public universities and colleges (Section IV, *BOR Bylaws*). The Chancellor is supported by a staff of professionals based in Atlanta. The chief executive officer of MGSC, the President of the college, reports to the Chancellor. The President is responsible for the operation and management of the institution and the execution of all directives of the BOR and the Chancellor. An organizational chart illustrating the relationship of the governing board with the USG staff and system universities is publicly available online.

Mission of the Governing Board

The mission of the USG is as follows:

> The mission of the USG is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.
>
> Each institution in the USG will be characterized by:
>
> - A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
> - Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
> - Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
> - A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

Operating Procedures of the University System of Georgia

While the Chancellor of the USG is responsible for the operation of the University System Office and plays a critical role in setting the vision and direction of the overall university system, campus presidents are vested with the decision-making authority to lead their respective campuses. The Chancellor works with the Georgia State Legislature to procure funding for the USG and works with his staff to identify appropriate funding levels for each of its member institutions. Once this funding reaches MGSC, the president has the sole authority to direct its division among the college's operations. Within this system of governance the BOR sets broad policies for its member institutions, while the presidents of the individual institutions within the USG are given considerable autonomy to run operating affairs of their institutions.
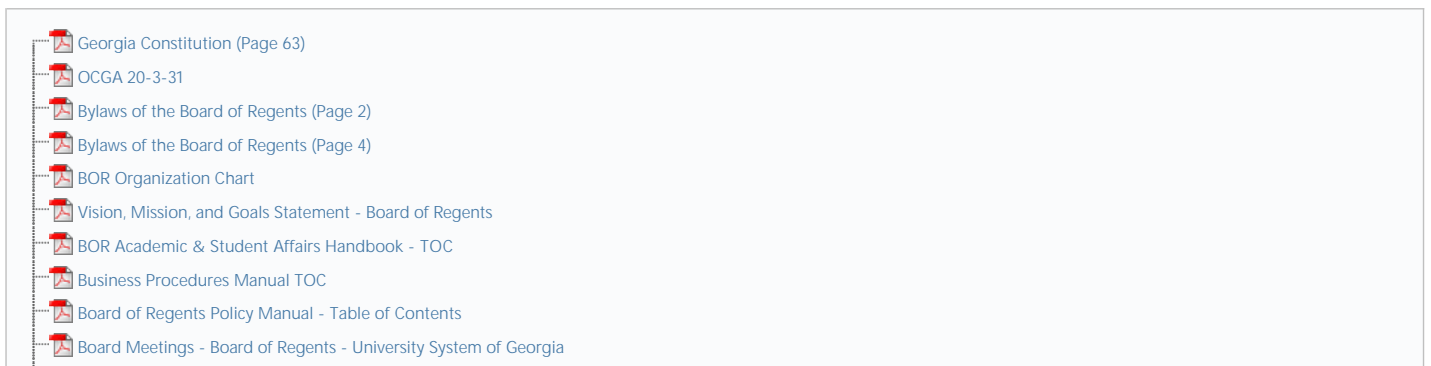
Additionally, the BOR requires each institution within the USG to have a mission which must be approved by the BOR. This policy makes it clear that the president of each institution is responsible for the institution's mission and the president is charged with the responsibility of seeking modification to the institution's mission when such changes are needed and supported by substantive evidence and a rationale for the change.

Finally, each institution is authorized by the BOR to offer degree programs that are appropriate to the mission of the institution. The MGSC President is responsible for overseeing the academic development of the institution and its authorized degree programs. This relationship authorizes the president to develop programs that enable the institution to meet its mission while enabling the BOR to control the quality and frequency of programs so as to ensure an effective delivery of educational opportunity to the citizens of the State of Georgia.

Key documents that articulate the operations and guidelines of the USG and its member institutions are publicly available on the USG website:

- *BOR Academic and Student Affairs Handbook*
- *BOR Business Procedures Manual*
- *BOR Policy Manual*
- BOR Meeting Minutes and Actions

Sources (In Order of Appearance)

- Georgia Constitution (Page 63)
- OCGA 20-3-31
- Bylaws of the Board of Regents (Page 2)
- Bylaws of the Board of Regents (Page 4)
- BOR Organization Chart
- Vision, Mission, and Goals Statement - Board of Regents
- BOR Academic & Student Affairs Handbook - TOC
- Business Procedures Manual TOC
- Board of Regents Policy Manual - Table of Contents
- Board Meetings - Board of Regents - University System of Georgia

CR 2.1

Degree-granting Authority

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Acting within its constitutional authority as the governing board, the University System of Georgia (USG) Board of Regents (BOR) approved the consolidation of Macon State College (MSC) and Middle Georgia College (MGC) to create Middle Georgia State College (MGSC) at its January 10, 2012 meeting. This consolidation involved two public Level II institutions accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A Prospectus for consolidation was submitted to SACSCOC and approved at the December 2012 meeting. Final approval of the consolidation, including degree-granting authority, was given to MGSC by the USG BOR on January 8, 2013.

The USG BOR is granted this authority in the *Constitution of the State of Georgia*: "The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia" (Article VIII, Section IV, Paragraph I). The *Official Code of Georgia Annotated* (Section 20-3-32) specifically assigns degree-granting authority to the BOR.

According to Article 1, Subsection 2 of the *BOR Bylaws*:

> The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

> Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the "Board of Regents of the University System of Georgia." The name of the corporation heretofore established and existing under the name and style, "Trustees of the University of Georgia" be and the same is hereby changed to "Regents of the University System of Georgia."

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

Article 1, Subsection 6, of the *BOR Bylaws* lists all the USG institutions, including MGSC. MGSC is authorized to award associate and baccalaureate degrees as well as certificates to qualified candidates in areas of study approved by the USG BOR.

There are no conditional approvals on MGSC's accreditation status by the SACSCOC or other governmental agencies, and MGSC does not offer degrees in other states or internationally.

Sources (In Order of Appearance)

- Actions Taken by SACS 12-2012
- BOR Meeting Minutes Jan 2013
- Georgia Constitution (Page 63)
- OCGA 20-3-32
- Bylaws of the Board of Regents (Page 3)
- Bylaws of the Board of Regents (Page 2)
- BOR Policy Manual 3.1

CR 2.7.2

Program Content

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

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Compatible with Mission

The mission of Middle Georgia State College (MGSC) is as follows:

> The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region. (source: MGSC website)

Prior to consolidation, work teams were established to analyze the viability of programs, to make recommendations to resolve differences in program content of the two consolidating schools, and to create a new set of general education outcomes for the consolidated institution. As the Consolidation Work Team membership listings indicate, faculty and adminstration from both institutions were represented in this process. This work resulted in high quality baccalaureate, associate, and certificate programs that respond to the needs of the Middle Georgia region for economic development and that maximize employability of graduates. All degree offerings at MGSC have identified collegiate-level and broadly focused student learning outcomes and are based upon fields of study appropriate to higher education.

The MGSC 2013-2014 College Catalog provides course requirements for each program of study, descriptions of all courses, as well as course and program prerequisites.

Program Coherence

Each Baccalaureate and Associate level program of study includes a state-mandated 60 hour core curriculum that covers institutional student learning outcomes that are overtly aligned with University System of Georgia (USG) Board of Regents' (BOR) mandated student learning goals articulated in *BOR Academic and Student Affairs Handbook, section 2.4*. The core curriculum offers students a broad general education covering the humanities, mathematics, the natural sciences, and the social sciences. The core curriculum was established to provide the same general education for students throughout the system of public higher education in Georgia and allows for transfer of coursework to any public institution of higher education in the state.

All career degrees including Associate of Applied Science and Associate of Science in allied health areas contain a minimum of 20 semester hours of general education credits *(BOR Academic and Student Affairs Handbook, section 2.3.5)*.

According to BOR policy, each baccalaureate degree program includes 120 semester hours of which at least 21 semester hours are from upper division courses in the major field and at least 39 semester hours of upper division coursework in total (BOR *Academic and Student Affairs Handbook*, Section 2.3.1). Each program has 1000 level courses for freshman, 2000 level courses for sophomores, 3000 level courses for juniors and 4000 level courses for seniors. The course sequence ensures coherency and gradual increase in complexity with the freshman and sophomore level courses serving as pre-requisites for the upper division courses.

Fields of Study Appropriate to Higher Education

To ensure that MSGC's curriculum is appropriate to higher education, faculty, administrators, and the USG BOR are involved in curriculum development and approvals. In addition, some programs are accredited by other accrediting agencies.

The establishment of new programs and changes to existing programs follow a standard process at both the institutional level and within the USG. This process ensures the quality and integrity of programs. At the institutional level, the process involves faculty, appropriate administrators, and the president of MGSC. All program and curricular changes are initiated in respective schools by faculty with expertise in the proposed area. These proposed changes, once approved within the school, are forwarded to the Office of Academic Affairs. The Office of Academic

Affairs reviews, provisionally approves, and forwards the proposals to the Academic Affairs Committee. New programs and substantive curricular changes are also sent to the Faculty Senate for approval. Once new or modified curriculum is approved by the Academic Affairs Committee and/or Faculty Senate, curriculum changes are returned to the Office of Academic Affairs for final approval by the Vice President for Academic Affairs (Website: Procedure for curriculum changes).

At each level, all program and curricular changes are reviewed to ensure they meet the following requirements: adherence to the institutional mission, availability of necessary resources, and the inclusion of appropriate academic rigor. All changes are documented using standardized forms found on the Academic Affairs web site. Changes are documented in Academic Affairs Committee meeting minutes and Faculty Senate meeting minutes. These documents are maintained in the Office of Academic Affairs and published on the Shared Governance web pages.

The creation, termination, or substantive redirection/change of a degree program or major, once approved by the Faculty Senate and the Vice President for Academic Affairs, is forwarded to the President. The President, or his/her designee, then forwards the changes/proposals to the USG Board of Regents (BOR) Office of Academic Affairs. Baccalaureate degree programs that include more than 120 hours require special approval by the BOR.

According to the *BOR Academic and Student Affairs Handbook*, Section 2.3.2, "All proposals for new degree programs must be consistent with the college or university mission, and must be high on the list of academic priorities as delineated in the institution's strategic plan." New program proposals and significant curricular changes are posted on the BOR web site for all interested parties to review and comment (New Degree Proposal Status Record). The discipline specific Regents Advisory Committee also conducts a review of program proposals and curricular changes. Once all input is received, the USG Office of Academic Affairs makes a recommendation to the Chief Academic Officer and Executive Vice Chancellor. If the Chief Academic Officer and Executive Vice Chancellor approve the proposal/change, the proposal/change is sent to the BOR's Committee on Academic Affairs and then to the full BOR for final approval. The approval process is outlined in the *BOR Academic and Student Affairs Handbook, Section 2.3.2*. New programs, as well as program terminations and substantive changes, approved by the BOR are sent by MGSC to Southern Association of Colleges and Schools Commision on Colleges (SACSCOC) for review and approval before implementation by the institution.

The USG BOR requires that an institution's programs and general education curriculum are reviewed on a regular basis. Each institution's general education curriculum is reviewed every five years. All undergraduate academic programs are reviewed every seven years and follow the Academic Program Review process. The purpose of an institution's program review is to "evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission" (Section 2.3.6 of the *BOR Academic and Student Affairs Handbook*). Based on community-needs assessment and a comprehensive program review, the viability of each program is analyzed and decisions made on program continuation or deactivation. The status of each program is updated on a regular basis on the 'Degrees and Majors Authorized' database maintained and published by the USG (USG BOR Degrees and Majors Authorized web page). Lastly, review documentation must be posted on the institution's web site and is subject to audits by the BOR (Section 2.3.6 of the *BOR Academic and Student Affairs Handbook*).

In addition to meeting the requirements for higher education programs as established by the USG BOR and SACSCOC, several of the College's programs are accredited by other nationally recognized accrediting agencies. These accreditations provide further evidence that the institution's degree programs are based upon fields of study appropriate to higher education. Exhibit 2.7.2 provides a list of these specialized accreditations.

Exhibit 2.7.2 - Middle Georgia State College - Specialized Accreditations

Accreditation Area	Accrediting Organization
School of Education	Council for the Accreditation of Educator Preparation (CAEP)
Educator Preparation Programs	Georgia Professional Standards Commission (GaPSC)
BS in Information Technology	Accreditation Board for Engineering and Technology (ABET)
AS and BS in Nursing	Accreditation Commission for Education in Nursing (ACEN)
AS in Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)
AS in Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)

Source: *MGSC Catalog*

Sources (In Order of Appearance)

MGSC About

MGSC Consolidation Teams

MGSC 2013-2014 Catalog (Page 3)

BOR Academic and Student Affairs Handbook 2.4

BOR Academic and Student Affairs Handbook 2.3

- MGSC Curriculum Development-Approval Processes
- MGSC Curriculum Development
- Academic Affairs Committee Minutes-April 19,2013
- MGSC Shared Governance Documents
- BOR New Degree Proposal Status Record - Academic Programs
- Degrees and Majors Authorized
- MGSC CPR Documents
- NCATE (CAEP)
- GaPSC
- ABET
- Nursing Accreditation Documents
- ACOTE
- CoARC MGSC Accreditation letter 2013
- MGSC 2013-2014 Catalog (Page 11)

CR 2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. *(See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.")* (**Note:** *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Middle Georgia State College (MGSC) provides instruction for all coursework for at least one degree program at each level at which it awards degrees. MGSC awards degrees at the associate and baccalaureate levels. A list of current programs for which coursework is offered exclusively by MGSC is found in Exhibit 2-7-4. Degree programs and their requirements are also listed in the *MGSC 2013-2014 Catalog.* The catalog is updated annually and is available to students through the website.

Exhibit 2-7-4: Middle Georgia State College Programs of Study

MGSC Degree	MGSC Program of Study
Bachelor's Degree Programs	
B.A.	English
B.A.	History
B.A.	Interdisciplinary Studies
B.A.	New Media & Communications
B.S.	Biology
B.S.	Business Administration
B.S.	Business and Information Technology
B.S.	Criminal Justice
B.S.	Early Childhood Special Education
B.S.	Health Services Administration
B.S.	Information Technology
B.S.	Mathematics
B.S.	Middle Grades Education
B.S.	Psychology
B.S.	Public Service
B.S.	Respiratory Therapy
B.S.N.	Nursing
Associate Degree Programs	
A.A.	Art
A.A.	Communications Studies
A.A.	English
A.A.	Foreign Language
A.A.	General Studies
A.A.	History
A.A.	Music
A.A.	Theatre
A.S.	Biology
A.S.	Business Administration
A.S.	Business Administration & Aviation Management
A.S.	Chemistry
A.S.	Computer Science
A.S.	Criminal Justice
A.S.	Early Childhood Education
A.S.	Engineering Technology
A.S.	Geology
A.S.	Mathematics
A.S.	Middle Grade Education
A.S.	Occupational Therapy Assistant
A.S.	Physics
A.S.	Political Science
A.S.	Psychology
A.S.	Respiratory Therapy
A.S.	Social Work
A.S.	Sociology
A.S.	Surveying
A.S.N.	Nursing
Applied Associate Degree Programs	
A.A.S.	Aviation Maintenance Technology
A.A.S.	Aircraft Structural Technology
A.A.S.	Avionics Technology
A.A.S.	Air Traffic Management
A.A.S.	Flight Technology: Rotorcraft Helicopter
A.A.S.	Flight Technology: Airplane

Source: *MGSC 2013-2014 Catalog*

Sources (In Order of Appearance)

MGSC 2013-2014 Catalog (Page 72)

CS 3.4.1

Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Each Middle Georgia State College (MGSC) educational program for which academic credit is awarded is approved by the MGSC faculty and administration. As a University System of Georgia (USG) institution, MGSC follows the University System of Georgia (USG) *Board of Regents (BOR) Academic and Student Affairs Policy Manual*, which states:

> Academic programs of the USG are administered under broad Board policies that grant considerable authority and responsibility to the presidents and faculty of USG institutions (*BOR Academic and Student Affairs Policy Manual* 2.0).

According to the *MGSC Faculty Handbook Section 5.04.04*, curriculum and course development and changes are responsibilities of every teaching faculty member. Faculty members may propose new or modified courses or curriculum using the approved MGSC curriculum forms which are published along with the MGSC curriculum processes on the Academic Affairs webpage. Department chairs, school deans, the Assistant Vice President of Academic Planning and Policy, and the Vice President for Academic Affairs (VPAA) also participate in the curriculum approval process. In addition, the following faculty groups have curriculum approval authority:

General Education Council: This council is responsible for reviewing all core curriculum proposals and making recommendations for approval to the VPAA. This council is comprised of chairs of departments that provide courses in the core curriculum, the coordinator of Area B courses, and one faculty member who teaches in each of the core areas (General Education Council).

Academic Affairs Committee: This committee is responsible for matters related to curriculum, courses of study, academic standards, and admission standards. This standing committee of the Faculty Senate is comprised of one representative from each department, department group, or school; the VPAA (ex-officio); and the Registrar (ex-officio) (*MGSC Faculty Handbook* Section 3.02.04.5).

Faculty Senate: The Faculty Senate is responsible for approval of new programs, minors, and degrees.The Faculty Senate is comprised of the President of the College (ex officio); the VPAA (ex officio); the President of the Student Government Association (ex officio), a Librarian, and members of the full-time faculty elected by respective academic units (MGSC *Faculty Handbook* Section 3.02.04.2).

The following MGSC institutional curriculum process is used for approving curriculum proposals:

- A faculty member submits a curriculum proposal to the department chair (if applicable) and the school dean for approval.
- The dean submits the approved proposal to the Office of Academic Affairs.
- The Assistant Vice President for Academic Planning and Policy reviews the proposal for compliance with institutional, BOR, and Southern Association of College and Schools Commission on Colleges (SACSCOC) policy and submits the approved proposal to the VPAA.
- The VPAA grants provisional approval of the proposal.
- If the proposal affects General Education curriculum, the following additional steps are taken:
  - Proposals are submitted to the General Education Council to ensure conformity to Board of Regents General Education policy and procedure.
  - Proposals return to the VPAA for additional provisional approval.
- Both General Education curriculum proposals and all other curriculum proposals are submitted to the Academic Affairs Commitee for review and approval.
- Proposals for new minors, academic programs, or degrees are then submitted to the Faculty Senate for approval. All other proposals are submitted directly to the Office of Academic Affairs.
- The Faculty Senate reviews all proposals and then submits approved forms to the Office of Academic Affairs.
- The Vice President for Academic Affairs grants final approval.
- The creation, termination, or substantive redirection/change of a degree program or major is then forwarded to the President for approval. These changes/proposals are then forwarded to the USG BOR Office of Academic

---

Affairs.

This institutional curriculum process is outlined in Exhibit 3.4.1.

Exhibit 3.4.1 - MGSC Curriculum Approval Workflow
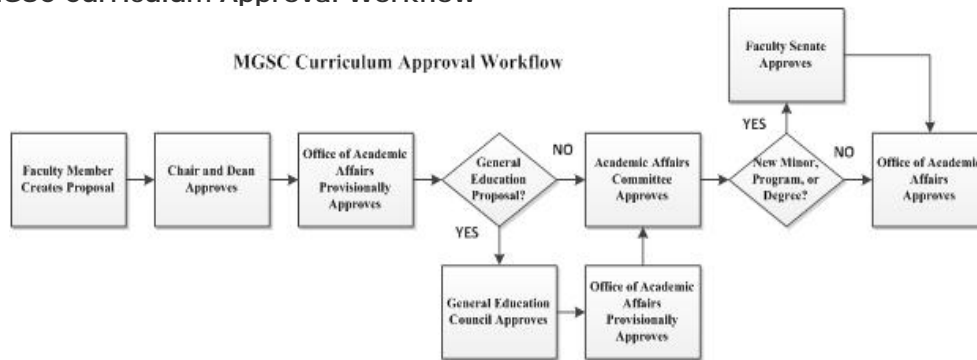
Source: Office of Academic Affairs

In addition to MGSC faculty and administration approval hierarchy outlined above, the USG BOR also has approval authority over certain types of curriculum changes, as articulated in the USG Reference for Types of Approval and Notification of Academic and Related Matters. In addition to required MGSC institutional forms and processes, new programs require submission of a prospectus to the BOR and upon approval, submission of specific BOR proposal forms. An example of which is included here as evidence. Also, to ensure consistency among core courses across the USG, a BOR Academic Advisory Committee and a Council on General Education are required to approve course content, required reading, grading requirements, course objectives, learning outcomes, and assessments in core curriculum classes (*BOR Policy Manual* 3.3.1).

Minutes of the Academic Affairs Committee meetings and minutes of Faculty Senate meetings are posted on the MGSC Shared Governance website, and the Office of Academic Affairs maintains the official copies of all minutes and curriculum forms. Minutes of the April 5, 2013 Academic Affairs Committee Meeting are provided as evidence.

Sources (In Order of Appearance)

- BOR Academic and Student Affairs Handbook 2.0
- MGSC Faculty Handbook (Page 100)
- MGSC Curriculum Development-Approval Processes
- MGSC General Education Council
- MGSC Faculty Handbook (Page 42)
- MGSC Faculty Handbook (Page 37)
- Reference for Types of Approval and Notification of Academic and Related Mat
- BOR new program prospectus guidelines
- Formal_Proposal New Degree Program FT fm4
- MGSC Shared Governance Documents
- Academic Affairs Committee Meeting Minutes-April 5, 2013
- BOR Policy Manual 2.0
- MGSC Senate Bylaws (Page 10)

CS 3.4.3

Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☑ Compliance　　☐ Partial Compliance　　☐ Non-Compliance　　☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The mission of Middle Georgia State College (MGSC) is as follows:

> The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the **intellectual, economic, and cultural life of the region.** (source: MGSC website)

Prior to the consolidation of Macon State College (MSC) and Middle Georgia College (MGC), each institution focused on admitting students into programs at different levels.

MSC awarded almost two-thirds of its degrees at the bachelor's level with business and information technology, nursing, early childhood education, and information technology being the most popular areas of study. The remaining one third consisted primarily of associate degrees in transfer general education programs and career associates such as nursing and respiratory therapy. Less than 2% were certificate programs.

MGC awarded three-fourths of its degrees at the associate's degree level, with over two-thirds of those in the transfer general education program, and approximately one-third in career associate programs such as nursing, air traffic control, and occupational therapy. Eighteen percent of the annual awards were certificates, mostly in the field of aviation.

In July 2012 an Admissions Work Team consisting of representatives from the consolidating institutions met to develop admissions policies to support the mission of the consolidated institution (Admissions Work Team Minutes - July 2012). In accordance with the University System of Georgia (USG) Board of Regents (BOR) Policy 4.2 - Undergraduate Admissions, MGSC adopted an admissions policy that reflects tiered admissions criterion that gives students the opportunity to be admitted into a baccalaureate degree, associate degree or certificate program. This admissions policy takes into consideration the diverse populations served at each campus of MGSC.

Admissions Policy for Students Entering a Bachelor Level Program (source: *MGSC 2013-2014 Catalog*):

- Minimum Test Scores
  o SAT Scores: 430 Critical Reading and 400 Math or
  o ACT Scores: 17 English and 17 Math or
  o Compass Scores: 70 English/Writing, 78 Reading, and 37 Algebra
- Minimum Freshman Index of 1850
  o Freshman Index = 500 x (HSGPA) + (SATCR) + (SATM) or
  o Freshman Index = 500 x (HSGPA) + [42 x (ACTC)] +88
- Completion of Required High School Curriculum (RHSC) – No deficiencies

Admissions Policy for Students Entering an Associate Level Program (source: *MGSC 2013-2014 Catalog*):

- Students graduating from high school prior to 2012 must have the following HSGPA:
  o College Preparatory Curriculum (CPC) Diploma must have a 2.0 HSGPA calculated on the grades in the 16 required units of the CPC or
  o Technical/Career Program (TCP) Diploma must have a 2.2 HSGPA calculated on the grades in the 12 academic units of the TCP.
- Students graduating from high school 2012 or later must have a 2.0 HSGPA calculated on the grades in the required 17 units of the Required High School Curriculum (RHSC).
- Minimum SAT, ACT, or Compass Scores
  o SAT Scores: 430 Critical Reading and 400 Math or
  o ACT Scores: 17 English and 17 Math
  o Compass Scores: 32 English/Writing, 62 Reading, and 20 Math (Note: Students must exempt out of one of the three Compass test areas)
- Maximum of 2 learning support deficiencies
- Maximum of 4 Required High School Curriculum Deficiencies

Admissions Policy for Students Entering an Aviation Certificate Level Program (source: *MGSC 2013-2014 Catalog*):

- Completed and received a college preparatory, technical/career preparatory or general high school diploma or passed the General Education Diploma (GED) test
- Minimum COMPASS scores required for specific certificate programs
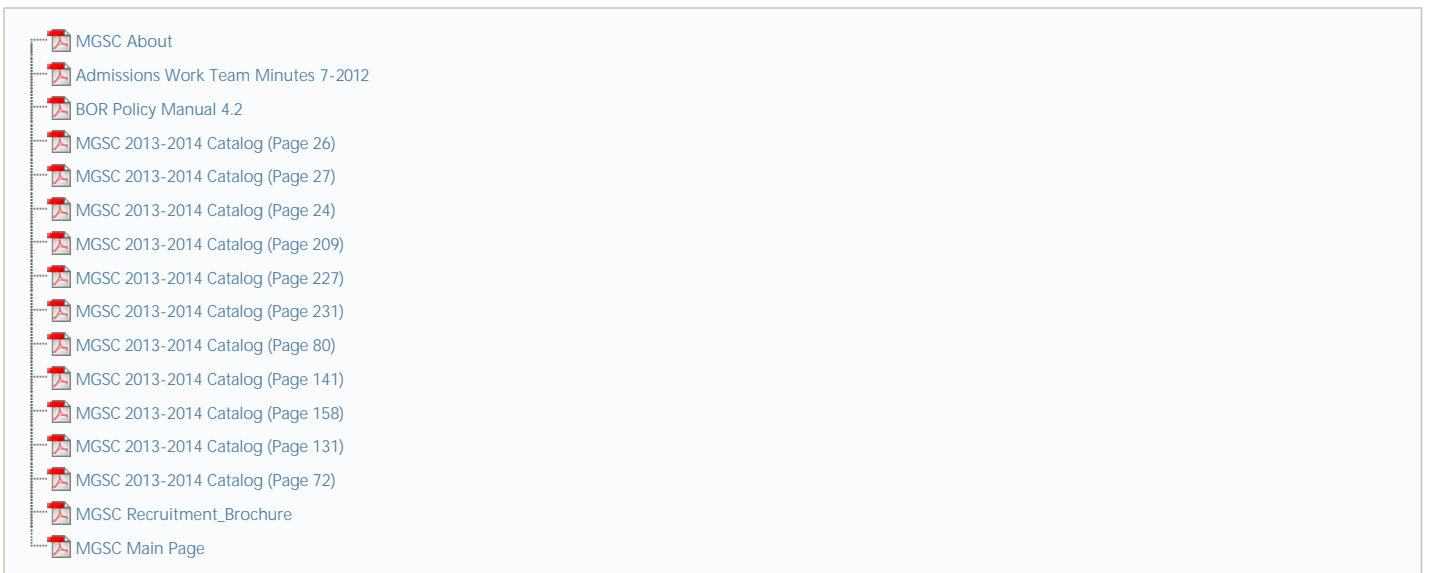
Additional requirements for special admission categories, such as the dual-enrollment status for high school students, international students, students with disabilities, senior citizens, transient students, and non-degree seekers are found in the *MGSC 2013-2014 Catalog.*

MGSC reserves the right to deny admissions or place conditions on admission to any applicant about whom there is evidence that the individual may be disruptive or may interfere with the orderly conduct, processes, functions, or programs of the College. (*MGSC 2013-2014 Catalog*). **The Admissions Office and Registrar'**s Office, which report to the Vice President for Enrollment Management, coordinate and administer all functions related to college admissions **and records.**

Admission into MGSC does not guarantee admission into programs that have selective admission criteria. Those programs include the limited access health care programs in Nursing, Occupational Therapy Assistant, and Respiratory Therapy **in the** School of Health Sciences; the Aviation degree and certificate programs in the School of Aviation; baccalaureate degrees in early childhood special education, middle grades education, secondary certification tracks in the School of Education; the School of IT, and all programs in the School of Business. Some criteria are mandated by the program's or unit's accreditation board. Applicants will find these criteria in the MGSC 2013-2014 Catalog. Students are also made aware of program criteria through orientation, advising, and registration sessions.

Admission policies are disseminated through MGSC recruitment materials, such as the MGSC Recruitment Brochure, the *MGSC 2013-2014 Catalog*, and the MGSC website.

Sources (In Order of Appearance)

- MGSC About
- Admissions Work Team Minutes 7-2012
- BOR Policy Manual 4.2
- MGSC 2013-2014 Catalog (Page 26)
- MGSC 2013-2014 Catalog (Page 27)
- MGSC 2013-2014 Catalog (Page 24)
- MGSC 2013-2014 Catalog (Page 209)
- MGSC 2013-2014 Catalog (Page 227)
- MGSC 2013-2014 Catalog (Page 231)
- MGSC 2013-2014 Catalog (Page 80)
- MGSC 2013-2014 Catalog (Page 141)
- MGSC 2013-2014 Catalog (Page 158)
- MGSC 2013-2014 Catalog (Page 131)
- MGSC 2013-2014 Catalog (Page 72)
- MGSC Recruitment_Brochure
- MGSC Main Page

CS 3.4.4

Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that are consistent with its mission and ensure that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (*See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures."*) (**Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) has policies for evaluating, accepting, and awarding credit for transfer, credit by examination, advanced placement, experiential learning, and professional certifications that are consistent with the mission of the College (MGSC website). These policies are reviewed annually by the Office of Academic Affairs in consultation with the school deans and the Registrar's office. The policies are published in the Admissions section and the Academic Policy and Information section of the *MGSC 2013-2014 Catalog (MGSC 2013-2014 Catalog* Policies for Transferring College Credit *and MGSC 2013-2014 Catalog* Academic Policy and Information).

In order to assure the academic quality of any course work or credit recorded on the college transcript, the Office of the Registrar, the Office of Academic Affairs, and each academic unit work together to verify the quality of transferred course work and the credit awarded following the guidelines of the University System of Georgia (USG) Board of Regents (BOR) and other accrediting bodies (*BOR Policy Manual* 4.2.1.3).

The Office of Admissions ensures that all academic transcripts are encoded in Banner, the institution's student database. The student's official academic history includes MGSC equivalents of transfer courses. Transfer courses with no MGSC equivalent are coded as such.

The decision to accept additional transfer courses resides with the program administrator except for Area B of the Core Curriculum. Requests from students for acceptance of credits that are not MGSC equivalents may be filed with the student's advisor, the academic administrator, or with the Registrar. Because courses that can be used to fulfill Area B of the core curriculum do not reside within one school or discipline, the Office of Academic Affairs rules on those petitions. All course substitution petitions are returned to the Office of the Registrar for processing (Student Petition for Course Substitution Form).

Program completion and degree audits conducted in the Office of the Registrar afford students an opportunity to determine if there are any other transfer courses that may satisfy degree requirements. This system of checks and balances allows the institution to meet the needs of the student body by evaluating diverse academic student histories.

Transfer of Credit Policies

MGSC's policies on transfer credit are published in the Admissions section and the Academic Policy and Information Section of the *MGSC 2013-2014 Catalog*. In accordance with procedures established by the USG, MGSC policies for accepting transfer credit are aligned with USG BOR Policies on General Education Course Transfer (*BOR Academic and Student Affairs Handbook* 2.4.9), Acceptance of Core Coursework and Placement Test Scores from TCSG Colleges (*BOR Academic and Student Affairs Handbook* 2.17) and Undergraduate Admissions for Transfer Students (*BOR Academic and Student Affairs Handbook* 3.3).

Once a student has been accepted, the Office of the Registrar will complete an evaluation of transferable credit. A copy of this evaluation is available to the student and advisor through Student Web Organized Records & Data System (SWORDS) prior to the first day of class as long as the admissions file was complete by the application deadline. However, if the admissions deadlines are not met, evaluations of transfer credit are mailed to the student during the first semester of enrollment.

The *MGSC 2013-2014 Catalog* contains the following general policies regarding the transfer of college credit:

- Credit earned at regionally accredited colleges or universities will be transferred provided the course content is comparable to that of a course offered by Middle Georgia State College or, for non-comparable courses, those

that satisfy the guidelines of the University System of Georgia.
- Middle Georgia State College retains the right to determine the amount of credit to be awarded.
- Credits accepted in transfer by Middle Georgia State College do not necessarily apply as hours toward graduation. Those apply only if they meet requirements for the students designated degree choice.
- Only 45 semester hours of academic credit may be applied by transfer toward an Associate Degree.
- The total number of combined hours earned through correspondence, extension, and military experiences shall not exceed 15 semester hours.
- At least a "C" in freshman composition is required for transfer credit in English 1101 and English 1102.
- For information on credit earned through CLEP examinations, please refer to the CLEP portion of the Academic Policy and Information Section of the *MGSC 2013-2014 Catalog* or the MGSC Testing Services webpage.
- Students may apply for Advanced Placement Program credit only after being accepted and enrolled by Middle Georgia State College. For additional information, please refer to the Advanced Standing by Examination section under Academic Policy and Information in the *MGSC 2013-2014 Catalog*.

Students who have received a transfer evaluation and have questions regarding course transfer equivalencies can contact the Office of the Registrar.

Acceptance of a transfer course by the institution does not guarantee acceptance into the student's chosen program of study. Comparability of course content for program purposes is determined at the program level. Courses considered for the Core are evaluated where the course is housed. For example, a biology course is reviewed by the department head or designee in the Department of Science and Engineering. Courses specific to the major, including Area F of the core curriculum, are reviewed by the academic dean, department head, or designee. This process begins at the school/department level with a formal petition by the student or through a conversation with the academic advisor. The student is required to provide documentation of course content as defined by the school/department. If accepted for transfer into the program, a Student Petition for Course Substitution Form is completed at the program level and sent to the Office of the Registrar for processing.

Core Curriculum Classes

USG institutions share a common core curriculum structure. Each institution establishes its own set of core curriculum transfer policies aligned with the USG BOR policies. The USG BOR policy states in part: "Students completing any core curriculum course will receive full credit for that course upon transfer to another USG institution with the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C)." To ensure consistency among core courses across the USG, a BOR Academic Advisory Committee and a Council on General Education are required to approve course content, required reading, grading requirements, course objectives, learning outcomes, and assessments for courses in the core curriculum (*BOR Policy Manual* 3.3.1).

The *BOR Academic Affairs Handbook* also requires that each institution designate a Chief Transfer Officer (CTO) to facilitate the transfer of students within the USG. The CTO is the contact person for students, faculty, advisors, admissions personnel, and administrators when problems occur related to transfer of Area A-F course work across USG institutions. MGSC's Chief Transfer Officer (CTO) is the Vice President for Enrollment Management. The BOR also maintains a website that lists all USG institutions' CTOs (BOR List of CTOs).

To receive credit for courses taken at colleges and universities in countries other than the United States, students must submit all transcripts to a professional evaluation service such as World Education Services or Josef Silny and Associates.   The evaluation must reflect that the courses were taught at an institution with accreditation comparable to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and that the individual courses are equivalent to college-level courses taught in the United States. The student bears the expense of such an outside evaluation service. In order to determine the MGSC course equivalency, the evaluations from those services are considered by the Office of the Registrar and the appropriate school or department (*MGSC 2013-2014 Catalog - Policies for Transferring College Credit*).

MGSC also accepts some core courses from SACSCOC – accredited Technical College System of Georgia (TCSG) institutions. Policies regarding course equivalencies are published in the *BOR Academic and Student Affairs Handbook* which also includes a chart listing the courses that can be transferred (*BOR Academic and Student Affairs Handbook* 2.17) (BOR TCSG Transfer Chart) (*BOR Policy Manual* 3.3.5.2).

In addition to these transfer policies with TCSG institutions, MGSC School of Information Technology has signed articulation agreements with the following colleges: Athens Technical College, Central Georgia Technical College, Chattahoochee Technical College, Georgia Northwestern Technical College, Gwinnett Technical College, Lanier Technical College, Piedmont Technical College, Darton College, and VTS Strukovnih Studija Novi Sad, Serbia– Higher Education Technical School of Professional Studies. These articulation agreements are published on the School of Information Technology website.

The MGSC Office of the Registrar maintains a website that includes contact information and information regarding the acceptance of transfer credits. Included in this website is a Transfer Articulation Catalog page which provides the

student with a list of all previously established equivalent courses from institutions across the nation.

Credit for Military Service

In accordance with procedures established by the USG (*BOR Academic and Student Affairs Handbook* 2.16), MGSC offers credit for military service using the following criteria and based on training courses identified in the American Council on Education (ACE) Military Guide to College Credit for Military Service. One guiding principle is that credit should not be awarded for course/experience not offered by that academic institution.

When a student requests academic credit based on experience in the military service, the Office of the Registrar researches the ACE Guide to determine the recommendation made by that organization. The Registrar or designee then advises the appropriate dean or academic department head of ACE recommendations. The academic officer for the program advises the Office of the Registrar of what credit, if any, is to be granted in that specific discipline. The Office of the Registrar records credit on the student's official transcript and advises both the student and academic advisor of the credit that has been granted. The total number of combined hours earned through correspondence, extension, and military experiences shall not exceed 15 credit hours (*MGSC 2013-2014 Catalog* - Policies on Transferring Credit).

Credit by Validation

The School of Health Sciences has developed assessment and validation instruments for the purpose of awarding credit. The MGSC RN-BSN Completion Program adheres to Georgia's RN-BSN articulation agreement. Upon successful completion of examination and skills requirements, admittance to the RN-BSN Completion Program, and completion of NURS 3100 – Concepts of Professional Nursing, students are awarded course credit ranging from 1-30 hours for NURS 3160. These policies are published on the School of Health Sciences website and in the *MGSC 2013-2014 Catalog* (MGSC Website - RN-BSN Admissions, *MGSC 2013-2014 Catalog* - RN-BSN Articulation Model).

The MGSC Respiratory Therapy bachelor's program awards credit for students holding a RRT certification. With proof of this certification, students can receive credit for 7 courses (21 credit hours) towards a bachelor's degree in respiratory therapy (*MGSC 2013-2014 Catalog* - Respiratory Therapy Program).

Advanced Standing by Examination

MGSC accepts credit from students who participate in the Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, the CLEP, and the DSST Program. Information regarding this acceptance of credit is found under Academic Policy and Information section of the *MGSC 2013-2014 Catalog*. The policies stated in the catalog are as follows:

- When Advanced Placement Program, CLEP, or DSST credit is awarded, a grade of K is recorded on the student's permanent academic record.
- No more than 40 semester hours of credit may be earned by examination.
  - Credit by examination may not be received for a course in which the student has previously enrolled.
  - An advanced credit examination, CLEP, DSST, or departmental exam may not be retaken in order to earn credit.

Advanced Placement Program

The *MGSC 2013-2014 Catalog* includes a list of MGSC courses for which there are corresponding AP exams. Students may apply for AP Program credit only after being accepted and enrolled by MGSC. Credit will be awarded for scores of 3, 4, or 5 on tests of AP Programs comparable to college courses (*MGSC 2013-2014 Catalog*).

International Baccalaureate Credit

Effective in Fall 2013, pursuant to BOR Policy 4.2.1.6, MGSC has published guidelines for the awarding of collegiate academic credit for students who have completed International Baccalaureate (IB) tests (*MGSC 2013-2014 Catalog*). The amount of college credit that may be awarded is limited to a total of 24 semester hours. For students participating in IB Programs, credit is awarded for the Higher Level examinations. In order to receive college credit for IB Diploma completion, students must have their test scores sent directly to MGSC. No credit will be given for scores of 3 or below on either the Standard Level or Higher Level tests. Standard Level IB coursework and assessment scores will not be considered for college credit unless the student holds an IB Diploma. IB Certificate-only students will not receive credit for work in Standard Level courses. Higher Level IB coursework and assessment scores will be considered for academic credit for students who complete either the IB Diploma or a certificate of completion in a particular subject area.

College Level Examination Program and DANTES Subject Standardized Tests

The CLEP and DSST equivalencies and test score minimums are also listed in the *MGSC 2013-2014 Catalog* (*MGSC*

Students desiring credit for a CLEP Examination not listed in the catalog may petition the Office of Academic Affairs. Students are advised to consult with their advisor prior to taking any credit examination to ensure it fits into their degree plan.

Courses for which there are no CLEP examinations may be exempted by departmental credit examinations when examinations approved by the chair or dean and the Vice President for Academic Affairs are available. Interested students should apply to the appropriate chair or dean to see if there is an approved examination. Students are ineligible to take a second exam on the same subject. Credit by examination may not be received for a course in which the student has previously enrolled.

Other Types of Credit - Credit Allowances for Certificate-Seeking Students

MGSC offers the following credit allowances for students enrolled in certificate programs (*MGSC 2013-2014 Catalog - Credit Allowances*):

- Students enrolled in 30-hour certificate programs may:
  - apply up to 12 hours of other undergraduate or graduate coursework toward meeting certificate requirements
  - choose to earn up to 12 semester hours of credit through passing CLEP or departmental examinations in areas where such examinations exist
- Students in 15-hour certificate programs may:
  - apply up to 6 hours of other undergraduate or graduate coursework toward meeting certificate requirements
  - choose to earn up to 6 semester hours of credit through passing CLEP or departmental examinations in areas where such examinations exist
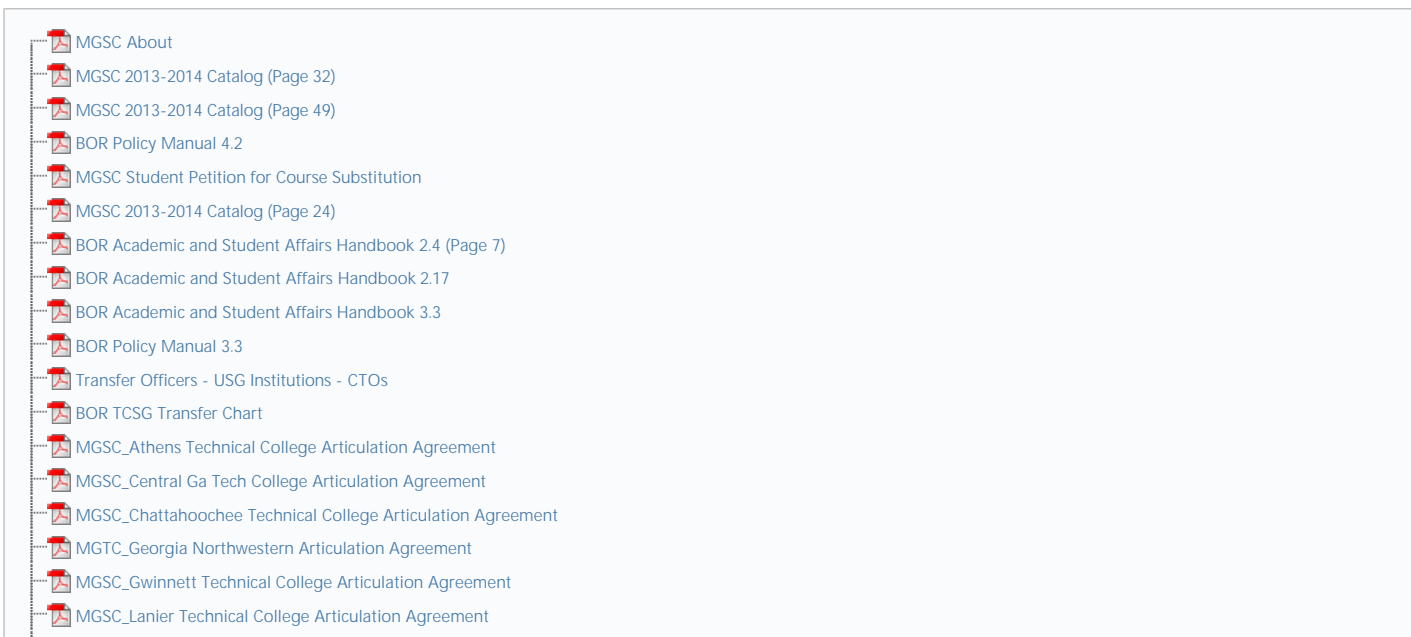
Except where noted in the certificate program curriculum, students who have fulfilled the requirements for a degree may not apply major area credits used for the degree toward fulfillment of certificate requirements.

Students transferring to MGSC from other schools must meet all criteria for admission to certificate programs as outlined above and are subject to stated transfer credit policies.

Study Abroad Courses

MGSC students are given the opportunity to participate in Study Abroad Programs directed by MGSC faculty as well as through the USG European Council's Study Abroad program offerings (MGSC website - Study Abroad). Each European Council program is approved by the USG and operates under the auspices of the System Council for International Education of the University System of Georgia.   Study Abroad courses are taught by USG faculty, using facilities in the host country. The Study Abroad Coordinator at MGSC, in consultation with appropriate deans, determines whether courses are equivalent to MGSC courses. Study Abroad Courses are then listed in the Banner Student Information System at MGSC.   After the student completes a course abroad, the student's grade is forwarded from the program director to the Study Abroad Coordinator at MGSC. The Study Abroad Coordinator then enters the student's grades into Banner.

Sources (In Order of Appearance)

- MGSC About
- MGSC 2013-2014 Catalog (Page 32)
- MGSC 2013-2014 Catalog (Page 49)
- BOR Policy Manual 4.2
- MGSC Student Petition for Course Substitution
- MGSC 2013-2014 Catalog (Page 24)
- BOR Academic and Student Affairs Handbook 2.4 (Page 7)
- BOR Academic and Student Affairs Handbook 2.17
- BOR Academic and Student Affairs Handbook 3.3
- BOR Policy Manual 3.3
- Transfer Officers - USG Institutions - CTOs
- BOR TCSG Transfer Chart
- MGSC_Athens Technical College Articulation Agreement
- MGSC_Central Ga Tech College Articulation Agreement
- MGSC_Chattahoochee Technical College Articulation Agreement
- MGTC_Georgia Northwestern Articulation Agreement
- MGSC_Gwinnett Technical College Articulation Agreement
- MGSC_Lanier Technical College Articulation Agreement

- MGSC_Georgia Pedmont Articulation Agreement
- MGSC_Darton State College Articulation Agreement
- MGSC_VTS Strukovnih Studja Novi Sad Articulation Agreement
- MGSC School of IT - Documents and Forms
- MGSC Office of the Registrar
- BOR Academic and Student Affairs Handbook 2.16
- American Council on Education (ACE) Military Guide
- MGSC RN-BSN Admission
- MGSC 2013-2014 Catalog (Page 213)
- MGSC 2013-2014 Catalog (Page 231)
- MGSC 2013-2014 Catalog (Page 52)
- MGSC 2013-2014 Catalog (Page 53)
- MGSC 2013-2014 Catalog (Page 55)
- MGSC 2013-2014 Catalog (Page 57)
- MGSC 2013-2014 Catalog (Page 58)
- MGSC 2013-2014 Catalog (Page 67)
- MGSC Study Abroad
- Adult Learning Consortium
- MGSC Center for Adult Learners
- MGSC Prior Learning
- MGSC Testing Services

CS 3.4.5

Academic policies
The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Middle Georgia State College is in compliance with this comprehensive standard.

Academic policies for the University System of Georgia (USG) are found in the *Board of Regents (BOR) Policy Manual, Section 3*, and the *BOR Academic and Student Affairs Handbook, Section 2.0*. According to the General Policy, *Section 3.1 of the BOR Policy Manual*, the Chancellor and University System presidents, deans, and faculty are to "administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning." This General Policy also stipulates that all institutions be accredited with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other appropriate accrediting bodies.

Additionally, the *BOR Policy Manual* states that faculty, subject to the approval by the President of the institution, have the following responsibilities (*Section 3.2.4 of the BOR Policy Manual*):

- Make statutes, rules, and regulations for faculty governance and for that of the students
- Provide committees as may be required
- Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation
- Make such regulations as may be necessary or proper for the maintenance of high educational standards
- Have primary responsibility for those aspects of student life which relate to the educational process

In accordance with these BOR policies, Middle Georgia State College (MGSC) has developed its own academic policies. The oversight of faculty and administration ensures that these policies adhere to the principles of good educational practice. These policies are made widely available to faculty and students through the *MGSC Faculty Handbook*, *MGSC Senate Bylaws*, *MGSC Academic Assembly Bylaws*, *MGSC Statutes*, *MGSC Student Handbook*, *MGSC 2013-2014 Catalog*, and MGSC website. Selected examples of MGSC's policies include:

- Promotion and Tenure
- Post Tenure Review
- Minimum Employment Qualifications
- Recruitment and Employment of Faculty
- Faculty Evaluation
- Faculty Dismissal
- Academic Freedom
- Institutional Research
- Faculty Workload
- Grievance
- Student Attendance
- Grading
- Intellectual Property
- Alcohol and Drug Use
- Non-Discrimination

Faculty, staff, students, or administrators may initiate proposals for college policy. Several avenues exist by which a proposal may receive consideration.

Proposals pertaining to academic matters such as academic programs, teaching faculty, student affairs, student admission and retention, academic regulations, educational materials, etc. will be referred to the appropriate Faculty Senate standing committee for review, consideration, and recommendation. When jurisdiction is not clear, the Executive Committee of the Faculty Senate will assign the matter to the appropriate committee. Recommendations from standing committees to alter policies in the Statutes or Bylaws of the Academic Assembly or Faculty Senate will be forwarded to the Executive Committee. If approved by the Executive Committee, recommendations are then sent to the Faculty Senate for consideration. Proposals relating to curricula and courses shall proceed through the dean of a school, the Vice President for Academic Affairs, the Academic Affairs Committee, and then the Faculty Senate

(*MGSC Statutes*).

Proposals of non-academic or general college policy are referred to the President for consideration by the Cabinet. The Cabinet's areas of jurisdiction include continuing education, facilities and grounds, classified personnel, business affairs, maintenance, traffic and parking, transportation, public relations, use of facilities by outside groups, and other related matters (*MGSC Statutes*).

Policy proposals that relate to both of these areas or those that are not clearly one or the other are referred to the **President for designation to the proper group for consideration. (***MGSC Statutes***)**

Amendments to the *MGSC Faculty Handbook* may be initiated by any member of the Academic Assembly, Cabinet, or **by a Standing Committee, Ad Hoc Committee, or Board of the College. The** *MGSC Faculty Handbook* is reviewed annually by the Academic Personnel Policies Committee. Suggested changes are forwarded to the Executive Committee. Changes approved by the Executive Committee are sent to the Faculty Senate for final approval (*MGSC Senate Bylaws*).

The *MGSC Statutes* **are revised as needed. Amendments can be initiated by any member of the Academic Assembly, the Faculty Senate, the Cabinet, or by a Standing Committee, Ad Hoc committee, or Board of the College. Proposed amendments are submitted in writing to the President. Amendments pertaining to administrative matters of the College are then forwarded to the Cabinet for further review. Amendments pertaining to academic matters are** forwarded to the Executive Committee of the Faculty Senate who shall, if necessary, forward the Amendment to the appropriate Standing Committee or Board. Once amendments are reviewed and approved by the appropriate Standing Committee or Board, amendments are sent back to the Executive Committee for approval and then are **forwarded to the Faculty Senate for final approval. Amendments approved by the Cabinet or Faculty Senate become** effective after their approval by the President and the BOR (Amendments to the *MGSC Statutes*).

The *MGSC Catalog* and the *MGSC Student Handbook* are reviewed and revised annually. The Office of Academic Affairs manages changes to the catalog (*MGSC 2013-2014 Catalog*). The Student Affairs Committee, a standing **committee of the Faculty Senate, works with the Office of Student Affairs to review, approve, and publish changes to** the *MGSC Student Handbook* (*MGSC Faculty Handbook* - Section 3.02.04.5, *MGSC Student Handbook*). The MGSC **website is updated as changes occur, and these changes are coordinated through the Office of Technology Resources.**

Sources (In Order of Appearance)

- BOR Policy Manual 3.0
- BOR Academic and Student Affairs Handbook 2.0
- BOR Policy Manual 3.1
- BOR Policy Manual 3.2
- MGSC Faculty Handbook (Page 2)
- MGSC Senate Bylaws
- MGSC Assembly Bylaws
- MGSC Statutes
- MGSC Student Handbook
- MGSC 2013-2014 Catalog (Page 2)
- MGSC Main Page
- MGSC Senate Bylaws (Page 11)
- MGSC Statutes (Page 19)
- MGSC 2013-2014 Catalog (Page 7)
- MGSC Faculty Handbook (Page 46)
- MGSC 2013-2014 Catalog
- MGSC Senate Bylaws (Page 3)
- MGSC Statutes (Page 23)

CS 3.4.9

Academic support services
The institution provides appropriate academic support services.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Middle Georgia State College is in compliance with this core standard.

Middle Georgia State College (MGSC) provides a wide array of programs and services which complements the academic mission of the institution and contributes to the College's efforts to educate the whole student. All academic support services are in keeping with the institution's mission to serve the educational needs of a diverse population through high-quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region. An appropriate range of academic support services and programs are available on all campuses and for students enrolled via distance education. Faculty are made aware of these services and programs through campus-wide, school, and department meetings. Students are made aware of these services and programs in new student orientations, through professional advisors, and in Freshman Seminar classes.

Academic Advising

MGSC recognizes academic advising as a critical component of a successful educational experience. Through collaborative relationships with academic advisors, students are given information and are supported in the development of skills that enable them to assess their goals, develop a comprehensive plan, and monitor progress toward the culmination in a certificate, licensure, and/or degree.

With the exception of transient students and students with Learning Support requirements, all students are assigned an advisor in the school of their major field of study. Each school has the autonomy to design an academic advising model that is most appropriate for their majors. Personnel resources to support the individualized models include faculty, Professional Advisors,Transfer Specialists, and Academic Advising Fellows. Professional Advisors work directly with students, participate in new student orientations, and serve as a resource for faculty on academic advising matters. Transfer Specialists assist schools with students who transfer to MGSC with a significant number of credit hours. The primary responsibility is to reduce the time to degree completion. Faculty Advising Fellows assist with new student orientations and during registration periods. Students with Learning Support requirements are advised by a select group of faculty and staff who are well versed in the University System of Georgia's (USG) Learning Support Program Policies.

Transient students register for classes through the Office of the Registrar and see an academic advisor only in cases where the students want to take upper division courses or courses with co-requisites or prerequisites.

Freshman, sophomores, students with Learning Support requirements, and students on academic probation are required to meet with an academic advisor each semester. Juniors and seniors are required to meet with an advisor once per academic year. Seniors are encouraged to meet with an academic advisor at least two semesters prior to graduation.

Advising resources are found in the *MGSC 2013-2014 Catalog* and within each school.

Academic Resource Centers

The Academic Resource Centers (ARC) provide both direct support and web based resources necessary for students to achieve academic success and to supplement faculty instruction. A primary support provided by the ARC is access to College Reading & Learning Association (CRLA) certified academic tutors. Each ARC location provides access to computers with commonly used software, such as Microsoft Office Suite, and software requested by faculty for specific classes. ARC personnel assist students with activating and accessing email, accessing online coursework, efficiently navigating and printing online course materials, and with basic computer skills.

The ARCs house study resources for many disciplines. Examples include a website that links to academic tutorials and videos, course-specific math videotapes for checkout or viewing in the ARC, grammar worksheets, old textbooks and solution manuals for some courses, citation guides, and resources for the COMPASS test. Finally, the ARCs collaborate with faculty, academic departments and schools, as well as with administrative units to offer workshops on a variety of topics including plagiarism, APA style papers, Student Lingo workshops for TRIO Student Support Services participants, and COMPASS Reading and English exams preparation.

The ARC website provides information about services, hours of operation, tutoring schedules, tutorials, links to helpful resources, and gives tips for success provided by professors, students, and tutors.

Academic Discipline-Base Tutoring Services

Tutoring services have always been a primary function of the ARC; however, MGSC is expanding tutoring services through academic disciplines. The School of Information Technology, the School of Business, the Department of History and Political Science, and the Department of Mathematics offer tutoring services for their majors within the school/department. The Department of Mathematics has also opened a Math Tutoring Center on the Macon and the Cochran campuses. The Department of English has established a Writing Center on the Macon Campus and on the Cochran Campus. The department is in the planning stage for establishing a Writing Center on the Dublin Campus.

Center for Innovation in Teaching

MGSC Center for Innovation in Teaching provides professional development and support for faculty in delivering high quality instruction via traditional and cutting-edge technologies. Center staff provide training to support professional development plans designed by deans and respective faculty.

Freshman Year Seminar

All first time freshmen and transfer students with less than 18 semester credits earned are required to enroll in the Freshman Year Seminar (*MGSC 2013-2014 Catalog*). Exceptions to this requirement include joint enrollment students, fully online students (taking no on-campus classes), and students with high school College Preparatory Curriculum (CPC) deficiencies. The three objectives for this course are as follows:

- To connect students with other students by facilitating the formation of peer-support networks and peer-learning communities;
- To connect students with MGSC by fostering student appreciation of the meaning and relevance of the college curriculum, promoting student involvement in the co-curriculum (out-of-class experiential learning), and increasing student utilization of campus support services;
- To connect students' present college experience with future goals/plans by enabling students to integrate current curricular and co-curricular experiences with decisions about their college majors and future career paths.

Honors Program

The Honors Program at MGSC is designed to help academically advanced students develop their intellectual potential through small, honors designated classes. The main goal is to encourage honors students in individual, rational, and creative thinking. In addition, the Honors Program seeks to promote academic excellence and intellectual independence on the part of the student. Field trips to research libraries, museums, theaters, and formal academic conferences are provided for students in the Honors Program. Information about the Honors Program is found in the *MGSC 2013-2014 Catalog* and on the Honors Program website.

Learning Support Program

Learning Support (LS) is a program governed by the Office of Academic Affairs of the USG. The purpose of this program is to improve basic skills for students to be successful in core curriculum courses. An applicant who scores below the admission requirement on either the SAT or the ACT will be required to take the Computer-Adaptive Placement Assessment and Support System (COMPASS) Placement Test. Students scoring below the minimum COMPASS score required for regular admission will be placed in Learning Support courses. Non-credit bearing courses in the Learning Support program include English, reading, and mathematics. Learning Support students are assigned to Learning Support advisors to ensure the students complete the required courses within the number of semesters allotted (*MGSC 2013-2014 Catalog*).

Learning Support courses are also open to anyone who may choose to improve skills before taking credit bearing courses.

Minority Advising Programs

Georgia is a Complete College America state. Known within the state as Complete College Georgia (CCG), each USG institution is to have a strategic plan for recruitment, retention and college completion. One of the three goals for MGSC is to increase student success, especially for diverse learners and underrepresented groups (for example, minorities, military, adult learners, low income, first generation, students with disabilities). MGSC has two programs specifically for the support of minority students; the African American Male Initiative and the TRIO Student Support Services Program.

The African American Male Initiative (AAMI) is a program launched by the USG in 2002 to increase the enrollment,

retention and graduation rates of African American male students. Direct services are provided on the Macon and Cochran campuses. Auxiliary services are provided on the Dublin, Warner Robins and Eastman campuses. Support services for these African American men include academic advising, tutoring, personal growth workshops, and community based activities. The program is promoted through the Freshman Year Seminar, pamphlets, and brochures.

The TRIO Student Support Services Program (SSS) is a federally funded program to increase the academic standing, retention, progression, graduation, and graduate school enrollment rates of eligible students. Program eligibility includes first generation college students, students with documented disabilities, and students with low incomes who are Pell Grant recipients. Services mandated under the regulations include academic tutoring, financial literacy, academic advising, assistance in applying for financial aid, and assistance in applying for graduate school. Because this grant was awarded pre-consolidation, the service parameters cannot be adjusted. The program currently is located on the Macon campus. The grant application for FY 2015 will be written inclusive of all campuses.

Technology Resource Services
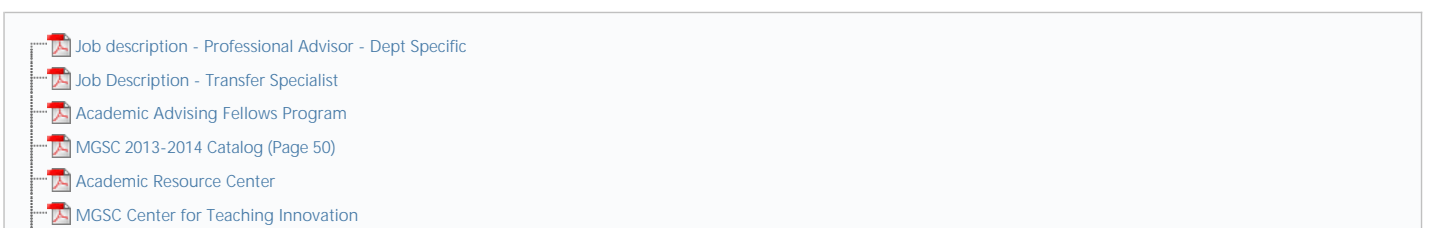
MGSC provides its faculty and students with technology resource services to support academic programs. These services include the following:

- The Desire2Learn course management system is the official software used in all online classes and is available to support all face-to-face classes. The School of Distance Learning provides training and support to faculty regarding Desire2Learn. Students can get assistance with Desire2Learn through online tutorials and through the Technology Assistance Center (TAC), the HelpDesk,and designated IT personnel.

- Students and faculty on any campus receive assistance with online course management software, personal web folders, wireless networking, e-mail, and Student Web Organized Records & Data System (SWORDS) passwords. The TAC, the HelpDesk, and designated IT personnel provide on-campus and distance learning students and faculty with assistance through email, telephone, and web pages that include tutorials and "Frequently Asked Questions" (FAQs). Additionally, on the Macon and Cochran campuses, students can receive face-to-face assistance at the TAC and HelpDesk offices.

- Email addresses are provided to faculty, staff, and students. The college email address is the official sanctioned vehicle for communicating with students. Faculty and staff are provided with between 300 MB and 2 GB of email storage space. Students are provided with 50 MB of email storage space. By request students and faculty are provided with disk space that is also internet accessible.

- Wireless internet access is available in all buildings on the Macon and Warner Robins campuses. Wireless access points on the Cochran, Eastman, and Dublin campuses are in the process of being upgraded in order to provide wireless internet access in all buildings on these campuses as well. This upgrade is expected to be complete in Spring 2014.

- Each campus's Academic Resource Center (ARC) provides computer hardware and software for student and faculty use. The Macon campus ARC is co-located with the library and contains 94 computer workstations, including two Macintosh computers and two assistive technology workstations. There are also two classroom/computer labs with instructor stations and 30 workstations in each. The labs are used for special events, not regularly scheduled classes. The Warner Robins campus ARC houses 53 computer workstations including one assistive technology workstation and four Macintosh computers. On the Cochran campus, the ARC has a total of 11 computers available in the study rooms, plus an additional 90 computers in the computer labs. The Dublin and Eastman campus ARCs each have 5 computers available for student and faculty use.

Study Abroad Program

MGSC students have the opportunity to enhance their educational experience through the Study Abroad Program. Study Abroad classes are offered in a variety of international locations including London, Ireland, Galapagos Islands, Dubai, and Paris. MGSC participates in the Study Abroad programs sponsored by the USG. The program is managed by the Office of the Associate Vice President for Academic Affairs.

Sources (In Order of Appearance)

- Job description - Professional Advisor - Dept Specific
- Job Description - Transfer Specialist
- Academic Advising Fellows Program
- MGSC 2013-2014 Catalog (Page 50)
- Academic Resource Center
- MGSC Center for Teaching Innovation

CS 3.5.3

Undergraduate:Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (*See the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The general education and program completion requirements for each undergraduate degree program are published in the *Middle Georgia State College (MGSC) 2013-2014 Catalog*. In addition, program requirements are also available on program advising worksheets and the individual school websites. Three example advising worksheets are provided as evidence: BSN in Nursing, BA in History, and BS in Middle Grades Education. The Office of Academic Affairs,as well as the deans and chairs, conduct annual reviews to ensure that this pubilshed information is clear, accurate, and up-to-date.

The University System of Georgia (USG) Board of Regents (BOR) requires that each institution's core curriculum follows an established, common set of principles and framework. The principles and framework were developed to ensure quality and consistency with national patterns of excellence while allowing USG institutions some flexibility in defining learning outcomes in maintaining full transferability of the core curriculum courses from one USG institution to another.

The *BOR Policy Manual,* Section 3.3 stipulates that the Core Curriculum must consist of 60 hours, or one-half of the 120-hour undergraduate program which are distributed among 6 Areas, A through F. Although a minimum number of hours is required in each Area, USG institutions have the flexibility of determining the specific distribution of these hours for each Area.

Exhibit 3.5.3.a lists the distribution of the 60 semester core curriculum hours for MGSC. (*MGSC 2013-2014 Catalog*)

Exhibit 3.5.3.a: Core Curriculum

Area	Description	BOR Policy Hours	MGSC Hours
Area A1	Communication Skills	At least 6 hours	6 hours
	Courses that address learning outcomes in writing in English		
Area A2	Quantitative Skills	At least 3 hours	3 hours
	Courses that address learning outcomes in quantitative reasoning		
Area B	Institutional Options	At least 3 hours	4 hours
	Courses that address general education learning outcomes of the institution's choosing		
Area C	Humanities/Fine Arts, and Ethics	At least 6 hours	6 hours
	Courses that address learning outcomes in humanities, fine arts, and ethics		
Area D	Natural Sciences, Mathematics, and Technology	At least 7 hours	11 hours
	Courses that address learning outcomes in the natural sciences, mathematics, and technology		
Area E	Social Sciences	At least 6 hours	12 hours
	Courses that address learning outcomes in the social sciences		
Area F	Lower Division Major Requirements	18 hours	18 hours
	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels		

Source: *MGSC 2013-2014 Catalog and BOR Academic and Student Affairs Handbook* Section 2.4

As an institution of the USG, MGSC's major and minor programs adhere to the guidelines for Academic Programs mandated by the USG BOR (*BOR Policy Manual* Section 2.3.1). **Baccalaureate degrees must contain 120 semester** hours, at least 21 of which must be upper level coursework. Minor programs must contain 15 to 18 semester hours of

coursework with at least 9 hours of upper level course work.

At MGSC the courses and curricular proposals are thoroughly examined by faculty to ensure that they meet commonly accepted standards and reflect current trends and practices for degree programs. All new programs of study and courses, as well as changes to existing programs of study and courses, are initially proposed by faculty and require review and approval at the school level. Items that involve the core curriculum are examined by the MGSC General Education Council, a 15-member body consisting of department chairs and faculty who teach in the core. This council provides oversight on all areas of the institution's core curriculum. Proposals are subsequently reviewed by the Vice President for Academic Affairs and the MGSC Academic Affairs Committee. Program proposals are also reviewed by the Faculty Senate. This process is published on the Faculty Affairs webpage.

New programs and all changes or additions to the Core Curriculum also require System-level approval thus ensuring that MGSC's general education components conform to commonly accepted standards and practices (BOR Academic and Student Affairs Handbook 2.3, BOR Policy Manual 3.6.3, USG Council on General Education). Oversight of the core curriculum at the System level is the primary function of the USG Council on General Education, an extension of the Office of the Chief Academic Officer/Executive Vice Chancellor. Specific roles of the USG Council on General Education include the following:

- oversee and maintain the integrity of the USG Core Curriculum;
- promote the importance and quality of the Core Curriculum at the various System institutions;
- establish criteria that determine which courses are appropriate for inclusion in the Core Curriculum; and
- ensure the transferability of the Core Curriculum among System institutions.

In addition to the USG Council on General Education, the BOR has also established discipline specific Academic Advisory Committees to review program and course proposals and specify learning outcomes for each discipline's Area F. Program curricula must be at the collegiate level and support the learning outcomes in the relevant degree program. Program goals must also be consistent with the USG mission (*BOR Academic and Student Affairs Handbook Section 1.4*).

To ensure that all programs continue to be relevant and viable, and conform to commonly accepted standards and practices, USG BOR policy, as stated in the BOR Policy Manual Section 3.6.3, mandates that all programs take part in a comprehensive program review (CPR) at least every seven years. MGSC's programs follow a standard review schedule which includes the submission of a Comprehensive Review Report (CPR website).

Finally, several of the programs offered at MGSC are accredited by national professional organizations, once again ensuring that the programs conform to commonly accepted standards and practices (Exhibit 3.5.3.b).

Exhibit 3.5.3.b: Program Accreditation

Accreditation Area	Accreditation
Education Preparation Programs	Georgia Professional Standards Commission (GaPSC)
School of Education	Council for the Accreditation of Educator Preparation (CAEP)
B.S. in Information Technology	Accreditation Board for Engineering and Technology (ABET)
A.S. and B.S. in Nursing	Accreditation Commission for Education in Nursing (ACEN) and approved by the Georgia Board of Nursing
A.S.in Respiratory Therapy	Commission on Accreditation of Respiratory Care (CoARC)
A.S. in Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)

Source: MGSC 2013-2014 Catalog

Sources (In Order of Appearance)

MGSC 2013-2014 Catalog (Page 72)

School of IT

BSN Advising worksheet

BA - History Advising worksheet

BS-MGED Advising worksheet

BOR Policy Manual 3.3

BOR Academic and Student Affairs Handbook 2.4

- BOR Academic and Student Affairs Handbook 2.3
- MGSC General Education Council
- Faculty Affairs
- BOR Policy Manual 3.6
- Council on General Education
- BOR Academic and Student Affairs Handbook 1.4
- CPR Template
- MGSC CPR Documents
- GaPSC
- NCATE (CAEP)
- ABET
- Nursing Accreditation Documents
- CoARC MGSC Accreditation letter 2013
- ACOTE
- MGSC 2013-2014 Catalog (Page 11)

CS 3.6.4

Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☒ Not Applicable

Narrative

Middle Georgia State College does not offer graduate or post-baccalaureate professional programs.

FR 4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed 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

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this Federal requirement.

Middle Georgia State College (MGSC) has procedures in place to verify the identity of students participating in distance learning courses.

Desire2Learn (D2L), hosted by the University System of Georgia (USG), is the official Learning Management System for all online courses at MGSC as published in the *MGSC Faculty Handbook* Section 5.04.14. D2L is hosted on secure servers with https protocols to ensure student information is protected. Students access D2L through the secure portal using unique credentials, including username and password. Passwords may be reset by students only with the original secure credentials or access to their assigned institutional email account. The MGSC Information Technology Appropriate Use Policy, published in the Student Handbook, prohibits students from using resources that they are not specifically authorized to use or from using another's account and password. Students who violate the Appropriate Use Policy are subject to student conduct proceedings including suspension of system privileges, suspension/expulsion from the institution, termination of employment, and/or legal action as may be appropriate.

Sources (In Order of Appearance)

MGSC Faculty Handbook (Page 107)
MGSC Student Handbook (Page 80)

FR 4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this federal requirement.

Middle Georgia State College (MGSC) adheres to The Family Education Rights and Privacy Act (FERPA) of 1974 to protect student privacy and ensure the confidentiality of student records. MGSC informs students of this policy during orientation, and the policy is posted on the institution's website and is included in the *MGSC Student Handbook*. Students may register complaints with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The MGSC Learning Management System Policy mandates that Desire2Learn must be used exclusively for electronic storage of sensitive student data, including assessments for online courses, to protect student privacy in accordance with FERPA. In addition, MGSC has multiple processes and procedures in place to ensure protection of security, confidentiality, and integrity of its student records as outlined in Comprehensive Standard 3.9.2.

Sources (In Order of Appearance)

MGSC Student Handbook (Page 73)
MGSC Faculty Handbook (Page 107)
CS 3.9.2

FR 4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education 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

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this federal requirement.

At Middle Georgia State College (MGSC), some online courses require proctored exams for which there may be a fee. At the time of registration, an electronically generated message alerts students that additional fees for proctoring may be applied. This same message is re-sent to students when tuition bills are sent through email. Statements in the MGSC 2013-2014 Catalog also notify students of the possibility of additional fees for online classes.

Sources (In Order of Appearance)

- 📄 Example Student Notification - Online Fees
- 📄 MGSC 2013-2014 Catalog (Page 34)

FR 4.9

Definition of Credit Hours

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. *(See Commission policy "Credit Hours.")*

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this federal requirement.

Middle Georgia State College (MGSC) has policies and procedures for determining the credit hours awarded for courses and programs. These policies and procedures conform to commonly accepted practices in higher education and to Commission policy.

Definition and Policy

MGSC adheres to the definition of the credit hour established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Credit Hours Policy:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours (FR 4.9).

In addition, the institutional policy for determining the amount of credit for student work conforms to University System of Georgia (USG) Board of Regents (BOR) Policy 3.4.1, which establishes the standard measure of a fifteen week semester and requires a minimum of 750 minutes of instruction or equivalent for each semester hour (*BOR Policy Manual 3.4.1*).

MGSC has a policy of credit hour equivalency that applies to all instruction types and modes of delivery, including credit for traditional classroom instruction, labs, clinicals, studio classes, flight courses, internships, co-ops, fieldwork, independent study, and web-based instruction that is hybrid, partially, or completely online.

A "classroom hour" is defined as 50 minutes of instruction time in the classroom. Therefore, for a one-credit hour course that is offered for a period of 15 weeks over a semester, 750 minutes of instruction are required. All credit-bearing classes offered in the traditional classroom instruction mode must include a minimum of 750 minutes per credit hour of classroom instruction time or an equivalent of instructor-mediated alternative instructional activities. In addition all credit bearing classes must include a minimum of 1500 minutes per credit hour of student-driven, "out of classroom" activities. Therefore, a total of 2250 minutes is required in a 15-week semester for every credit hour awarded.

For courses that are offered using different modes of delivery, the time spent in classroom instruction or alternative instruction and in "out of classroom" activities may vary; however, the total time spent on the course per credit hour must still be a minimum of 2250 minutes.

Exhibit 4-9-a articulates credit hour equivalencies across the various MGSC instructional formats and delivery methods. This policy is published on the Academic Affairs webpage.

Exhibit 4-9-a: Credit Hour Equivalencies

Instructional Format	Description	Minimum Direct Contact Minutes per Credit Hour per	Minimum Out-of Classroom Minutes per Credit Hour	Total Number of Minutes per Credit Hour per	Justification

		Semester	per Semester	Semester	
Traditional Classroom Instruction	Information is presented by the instructor in the classroom	750	1500	2250	Standard classroom lectures
Laboratory	Practical application of techniques, procedures, concepts and theories	1650	750	2400	Standard laboratories
Independent Study	Student learns the content independently under the periodic guidance of the instructor; focus on content not normally covered in the classroom	84	2166	2250	Most of the study is done outside the classroom independent of the instructor; hours may vary with the course. For every credit hour awarded, a three hour time commitment per week for reading, assignments, assessments, projects, reports and presentations is expected.
Internships and Co-operative Education	Students serve as interns or co-op in an industry or a job setting to acquire experiential learning	50	2200	2250	Guidance is provided by the faculty advisor and the supervisor in the job setting with clear learning outcomes; end of semester project report is prepared and presented. For every credit hour awarded, a minimum of three hours of time commitment per week is required.
Research Practicum	Students research in a laboratory or field setting under the guidance of a researcher	84	2166	2250	Students meet with the research advisor on a regular basis, conduct research, gather and analyze data/observations and present results. For every credit hour awarded, a minimum of three hours of work per week is required.
Distance Learning	Information is presented electronically either in 1) a fully online environment (all or nearly all class sessions delivered via technology), or 2) in a partially online course (technology is used to deliver more than 50 % of class sessions) 3) in a hybrid format (technology is used to deliver 50% or less of class sessions)	Fully online: 0 Partially online: ≤375 Hybrid: ≥375	2250 ≥1875 ≤1875	2250 2250 2250	Courses offered via distance learning address collegiate level learning outcomes appropriate to the rigor and breadth of the course. The learning outcomes are similar to those of courses offered in the classroom setting. All coursework and activities are structured for equivalency with those offered in the traditional setting. If equivalent courses are not provided in the classroom setting, courses offered through distance learning must meet the same learning outcomes as comparable courses offered at other USG institutions.
Flight Courses	Students get credit based on the flying hours	1500	1500	3000	The time commitment for flight courses far exceeds the 3 hours required per week for every

they accumulate					credit hour awarded. At a minimum, 100 minutes of flying time and 100 minutes of pre-flight preparation and instruction time per credit hour per week **over a 15 week period. All** courses meet Federal Aviation Administration regulations and **guidelines.**
Studio (Art, Music, Theatre)	Instruction time is divided between the classroom and the studio	250	2000	2250	For every credit hour awarded, a minimum of three hours of alternate instructional activity and out-of-classroom activity is required per week.
Clinicals (Respiratory Therapy), Fieldwork (Occupational Therapy Assistant)	Students work in a clinical setting under the direct supervision of a clinical instructor	0	2250	2250	The time commitment for clinicals and fieldwork far exceeds the three hour per week requirement per credit hour awarded and is based on the guidelines provided by the respective accreditation unit such as the Accreditation Council for Occupational Therapy Education (ACOTE) and the Commission on Accreditation for Respiratory Care (CoARC).
Practicum (Nursing)	Instruction time is divided between the classroom and the clinical setting	187	2700	2887	The time commitment for practicum far exceeds the three hour per week requirement per credit hour awarded and is based on the guidelines provided by **the National League of Nursing.** In addition to classroom instruction, students participate in precepted clinical experiences **each week. Additional** assignments that involve a time commitment for at least 3 hours a week include developing educational/career portfolios, working on an evidence based project, and writing weekly journals reflecting clinical **experiences.**
Clinical Practice **(Education)**	Instruction time is divided between lecture and acquiring teaching experience in a **school setting**	750	4500	5250	The time commitment for fieldwork far exceeds the three hour per week requirement per credit hour awarded and is based on the guidelines provided by the Council for the Accreditation of Educator Preparation **(CAEP) and Georgia Professional** Standards Commission **(GaPSC).**

Source: Office of Academic Affairs

Sources (In Order of Appearance)

- 📄 Credit Hours
- 📄 BOR Policy Manual 3.4
- 📄 MGSC AA Policies

CR 2.8

Faculty

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

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Middle Georgia State College (MGSC) employs an adequate number of full-time faculty to ensure the quality and integrity of its academic programs.

The MGSC mission mandates that the institution "serve the educational needs of a diverse population through high quality programs" (*MGSC Faculty Handbook* Section 2.03). The College employs an adequate number of full-time faculty to provide excellent, student-centered teaching for a student population with broadly diverse demographics in terms of race, age, class, and educational preparedness.

Definition of Faculty

As a University System of Georgia (USG) institution, MGSC defines its full- and part-time faculty in accordance with Board of Regents (BOR) policy (*BOR Policy Manual* 3.2.1). The BOR *Policy Manual* states that the faculty is comprised of the Corps of Instruction and administrative officers. The Corps of Instruction is made up of full-time professors, associate professors, assistant professors, instructors, senior lecturers, lecturers, and teaching personnel with other such titles as may be approved by the Board. Furthermore, persons holding adjunct appointments or other honorary titles are not considered to be members of the faculty (*MGSC Faculty Handbook* Section 4.01.01).

MGSC also follows the USG BOR in its definition of part-time faculty:

> Part-time faculty are non-tenure track faculty employed less than full time at a single USG institution or at more than one USG institution and are subject to the following conditions:

> 1. Are not accruing time toward tenure
> 2. Are considered temporary appointees, requiring reappointment from year to year
> 3. Are not the same as adjunct (courtesy) faculty appointments
> 4. Are not issued annual contracts
> 5. Are not eligible for USG benefits
> 6. A part-time faculty member's employment cannot exceed more than one-half time for the year at a single USG institution. A part-time faculty member teaching at more than one USG institution must limit his/her employment to less than half-time employment across all USG institutions. Upon appointment at a USG institution, part-time faculty will be asked to verify in writing that they are in compliance with this policy (*BOR Academic and Student Affairs Handbook* 4.2).

Full-Time Faculty Workload

MGSC Faculty Handbook states that the normal faculty workload for tenured and tenure-track faculty includes teaching, academic advising, service to the College, scholarship and professional development, and professional service to the community. Congruent with the mission of the institution, as well as the recently approved mission from the BOR for state schools (Regents Policy Aligns Colleges and Universities Missions with System Goals), teaching represents the majority of faculty workload. Because of the importance of quality teaching to the MGSC mission, the institution discourages teaching overloads (*MGSC Faculty Handbook* Section 5.03.01) with most full-time faculty members teaching an average of 12 credit hours per semester. The average full-time teaching load at MGSC for Spring 2013 was 12.29 credit hours (MGSC Average Teaching Load - Spring 2013).

Number of Full-Time and Part-Time Faculty

As of Spring 2013, MGSC employed a total of 420 faculty of which 291 (69.3%) were full-time. Exhibit 2.8.a shows the number of full-time and part-time faculty by school.

Exhibit 2.8.a: Number of Full-Time and Part-Time Faculty by School, Spring 2013

School	Full-Time Faculty	Part-Time Faculty
Aviation	26	11
Business	20	9
Education	17	5
Information Technology	14	14
Health Sciences	46	15
Liberal Arts	63	23
Science and Mathematics	67	24
Social Sciences	38	28
Total	**291**	**129**

Note: Only faculty assigned to a school are included.
Source: MGSC Office of Institutional Research and Planning

The majority of full-time faculty, 84.5%, hold the rank of assistant professor or higher and 47.1% are tenured. Exhibit 2.8.b shows the number of full-time faculty by rank and tenure status.

Exhibit 2.8.b: Number of Full-Time Faculty by Rank and Tenure Status, Spring 2013

Rank	Number	Tenured
Professor	39	36
Associate Professor	99	87
Assistant Professor	108	14
Instructor/Lecturer	45	0
Total	**291**	**137**

Source: MGSC Office of VPAA-Faculty, Spring 2013

Distribution of Full-Time Faculty Members

As shown in Exhibit 2.8.c, Exhibit 2.8.d, and Exhibit 2.8.e, full-time faculty members are appropriately distributed across academic programs, instructional sites, and various modes of delivery to ensure the quality of instruction.

Exhibit 2.8.c: Number of Classes Taught and Credit Hours Generated by Full-Time Faculty by School and Program Content Area, Spring 2013

School	Program Content Area	Total # Credit Hours Generated	# CH Taught by FT Faculty	% CH Taught by FT Faculty	Total # Classes	# Classes Taught by FT Faculty	% Classes Taught by FT Faculty
Aviation							
	Air Traffic Management, AAS	1,470	1,192	81.1%	25	17	68.0%
	Aircraft Structural Technology, AAS	717	717	100%	24	24	100%
	Aviation Maintenance Technology, AAS	1,374	1,374	100%	18	18	100%
	Avionics Technology, AAS	20	20	100%	3	3	100%
	Business Administration, BS	4,963	3,608	72.7%	89	52	58.4%
	Flight Technology Airplane, AAS	788	597	75.8%	17	8	47.1%
	Flight Technology Helicopter, AAS	722	570	78.9%	16	7	43.8%
Business							
	Business Administration, BS	3,600	2,970	82.5%	40	33	82.5%
	Business and Information Technology, BS	7,440	5,460	73.4%	112	85	75.9%
Education							
	Early Childhood Special Education, AS	252	174	69.0%	4	2	50.0%

	Early Childhood Special Education, BS	2,366	2,081	88.0%	52	43	82.7%
	Middle Grades Education, AS	252	174	69.0%	4	2	50.0%
	Middle Grades Education, BS	1,104	843	76.4%	25	20	80.0%
Information Technology							
	Computer Science, AS	110	110	100%	3	3	100%
	Information Technology, BS	4,290	2,865	66.8%	66	47	71.2%
Health Sciences							
	Health Services Administration, BS	1,650	903	54.7%	14	8	57.1%
	Nursing, AS	2,140	2,140	100%	19	19	100%
	Occupational Therapy Assistant, AS	800	800	100%	4	4	100%
	Pre-Licensure Nursing, BS	1,642	1,549	94.3%	10	8	80.0%
	Respiratory Therapy, AS	567	474	83.6%	13	9	69.2%
	Respiratory Therapy, BS	225	225	100%	4	4	100%
	RN to BSN, BS	543	450	82.9%	9	7	77.8%
Liberal Arts							
	Art, AA	330	276	83.6%	10	9	90.0%
	Communication Studies, AA	675	675	100%	12	12	100%
	English, AA	2,508	2,427	96.8%	40	38	95.0%
	English, BA	684	684	100%	14	14	100%
	Foreign Language, AA	1,260	1,260	100%	23	23	100%
	Music, AA	226	111	49.1%	35	12	34.3%
	New Media and Communications, BS	678	678	100%	13	13	100%
	Theatre, AA	228	228	100%	3	3	100%
Science and Mathematics							
	Biology, AS	802	802	100%	10	10	100%
	Biology, BS	1,406	1,406	100%	19	19	100%
	Chemistry, AS	1,184	1,184	100%	13	13	100%
	Engineering Technology, AS	90	90	100%	4	4	100%
	Geology, AS	228	148	64.9%	4	3	75.0%
	Mathematics, AS	170	170	100%	3	3	100%
	Mathematics, BS	1,220	1,220	100%	27	27	100%
	Physics, AS	248	248	100%	4	4	100%
	Surveying, AS	54	30	55.6%	3	2	67.7%
Social Sciences							
	Criminal Justice, AS	666	258	38.7%	11	5	45.5%
	History, AA	5,415	4,254	78.6%	60	46	76.7%
	History, BA	5,127	4,095	79.9%	67	54	80.6%
	Political Science, AS	804	747	92.9%	12	11	91.7%
	Psychology, AS	3,576	3,027	84.6%	36	30	83.3%
	Psychology, BS	5,136	4,131	80.4%	58	46	79.3%
	Public Service/Human Services, BS	516	372	72.1%	10	7	70.0%
	Sociology, AS	1,764	1,299	73.6%	21	16	76.2%
	Social Work, AS	1,554	1,029	66.2%	18	12	66.7%

Source: MGSC Office of Institutional Research and Planning

Exhibit 2.8.d: Number and Percent of Total Credit Hours Generated Taught by Full-Time Faculty by Site Where Course is Taught, Spring 2013

Sites	Total # Classes Offered	# Classes Taught by FT Faculty	% Classes Taught by FT Faculty	Total Credit Hours Generated	# Credit Hours Taught by FT Faculty	% Credit Hours Taught by FT Faculty
Cochran Campus	266	233	87.6%	16,717	15,601	93.3%
Dublin Campus	77	48	62.3%	5,162	3,177	61.5%
Eastman Campus	97	74	76.3%	4,299	3,987	92.7%
Macon Campus	518	456	88.0%	35,884	31,854	88.8%
Warner Robins Campus	159	122	76.7%	11,168	8,768	78.5%
Total	**1,117**	**933**	**83.5%**	**73,230**	**63,387**	**86.6%**

Source: MGSC Office of Institutional Research and Planning

Exhibit 2.8.e: Number of Classes by Class Size and Number and Percent of Total Classes Taught by Full-Time Faculty, Spring 2013

Mode of Delivery	Total # Classes Offered	# Classes Taught by FT Faculty	% Classes Taught by FT Faculty	Total Credit Hours Generated	# Credit Hours Taught by FT Faculty	% Credit Hours Taught by FT Faculty
Face to Face	1,101	908	82.5%	71,927	61,848	86.0%
Hybrid/Partially at a Distance	45	41	91.1%	2,470	2,230	90.3%
Fully Online	188	105	55.9%	13,461	7,550	56.1%
Total	**1,334**	**1,054**	**79.0%**	**87,858**	**71,628**	**81.5%**

Source: MGSC Office of Institutional Research and Planning

Class Size

The quality of instruction at MGSC is reflected in the small class sizes offered to students. In Spring 2013, most classes offered at MGSC were taught by full-time faculty. As shown in Exhibit 2.8.f, the majority of classes, 56.7%, enrolled 20 to 49 students, and 41.6% enrolled fewer than 20 students. For Spring 2013 the percentage of classes taught by full-time faculty was 79.0% and the average class size was 21.1 for all courses across the institution (MGSC Average Class Size by School, Spring 2013).

Table 2.8.f: Number of Classes by Class Size and Number and Percent of Total Classes Taught by Full-Time Faculty, Spring 2013

Class Size	Total # Classes Offered	% of Total # Classes Offered	# Classes Taught by FT Faculty	% Classes Taught by FT Faculty
Fewer than 20 Students	555	41.6%	436	78.6%
20 to 49 Students	756	56.7%	597	79.0%
More than 49 Students	23	1.7%	21	91.3%
All Classes MGSC	**1,334**	**100.0%**	**1,054**	**79.0%**

Source: Banner Data/MGSC Office of Institutional Research and Planning

Credit Hour Production

The number of full-time faculty at MGSC is adequate to meet the institution's mission as demonstrated by the large proportion of credit hours they teach. Out of 83,005 credit hours generated in Spring 2013, 82.8% were taught by full-time faculty (MGSC Credit Hours Generated by Full-Time Faculty by School, Spring 2013).

Student-to-Faculty Ratio

The adequacy of the number of full-time faculty can also be seen in MGSC's low student-to-faculty ratio which is defined as the total number of full-time equivalent (FTE) students divided by the total number of FTE faculty (IPEDS FTE Student-to-Faculty Ratio definition). MGSC's student-to-faculty ratio was 18:1 for Spring 2013 (MGSC Student-to-Faculty Ratio, Spring 2013).

Quality of Faculty

The *MGSC Faculty Search Manual*, which articulates faculty hiring procedures, states that "a diverse, highly qualified, faculty that is committed to excellence in teaching, service, and scholarship is the foundation of the academic enterprise." MGSC follows USG BOR policy (*BOR Policy Manual* 8.3.1) to hire well-prepared, quality faculty. Minimum employment qualifications for all academic ranks are as follows (*MGSC Faculty Handbook* Section 4.02.01):

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

The *MGSC Faculty Handbook* documents that faculty receive strong institutional support for career development through tuition assistance programs, financial support for professional programs and conferences, as well as USG and institutional faculty and staff professional development programs. (*MGSC Faculty Handbook* Section 4.13)

The tenure and promotion processes at MGSC promote quality faculty with a strong emphasis on teaching, as is appropriate to the institution's mission. MGSC follows USG BOR policy which requires superior teaching for promotion (*BOR Policy Manual* 8.3.6) and superior teaching and demonstrated excellence in instruction for tenure (*BOR Policy Manual* 8.3.7).

MGSC ensures that faculty maintain a commitment to quality and integrity. In accordance with BOR policy (*BOR Policy Manual* 8.3.5), MGSC requires an annual evaluation, a pre-tenure review, and post-tenure review of faculty. Furthermore, student evaluations are administered each term and considered a part of this process (*MGSC Faculty Handbook* Section 4.05).

Sources (In Order of Appearance)

- MGSC Faculty Handbook (Page 14)
- BOR Policy Manual 3.2
- MGSC Faculty Handbook (Page 54)
- BOR Academic and Student Affairs Handbook 4.2
- Regents Policy Aligns Colleges and Universities Missions with System Goals
- MGSC Faculty Handbook (Page 97)
- MGSC Average Teaching Workload Spring 2013
- MGSC Faculty List 2 11 13
- MGSC Average Class Size by School, Spring 2013
- MGSC Credit Hours Generated by Full-Time Faculty by School Spring 2013
- IPEDS_FTE Student-to-Faculty Ratio Definition (Page 5)
- MGSC FTE Student to Faculty Ratio Spring 2013
- Middle Georgia State College Search Manual
- BOR Policy Manual 8.3
- MGSC Faculty Handbook (Page 55)
- MGSC Faculty Handbook (Page 90)
- MGSC Faculty Handbook (Page 59)

CS 3.7.1

Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers 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, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials.")*

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) employs competent faculty members qualified to accomplish the mission and goals of the institution.

The University System of Georgia (USG) Board of Regents (BOR) adopted in August, 2013 a new policy aligning the missions of colleges and universities with System goals. "Category I State Colleges" offer general education courses, a balanced number of associate and bachelor degree programs that are focused on demonstrated local need, and no graduate programs. Teaching and service are emphasized with a limited focus on research (BOR Meeting Minutes August 2013). MGSC's institutional mission is to serve the educational needs of a diverse population through high-quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region (MGSC About webpage).

MGSC's faculty members are highly competent and qualified; committed to academic excellence in the classroom and student success, scholarship/creative works, and service to the institution, profession and community. The USG BOR sets the minimum employment qualifications for faculty (*BOR Policy Manual* 8.3.1.2):

 a) Consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements for institutional accreditation;
 b) Evidence of ability as a teacher;
 c) Evidence of ability and activity as a scholar in all other aspects of duties assigned;
 d) Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements); and
 e) Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.
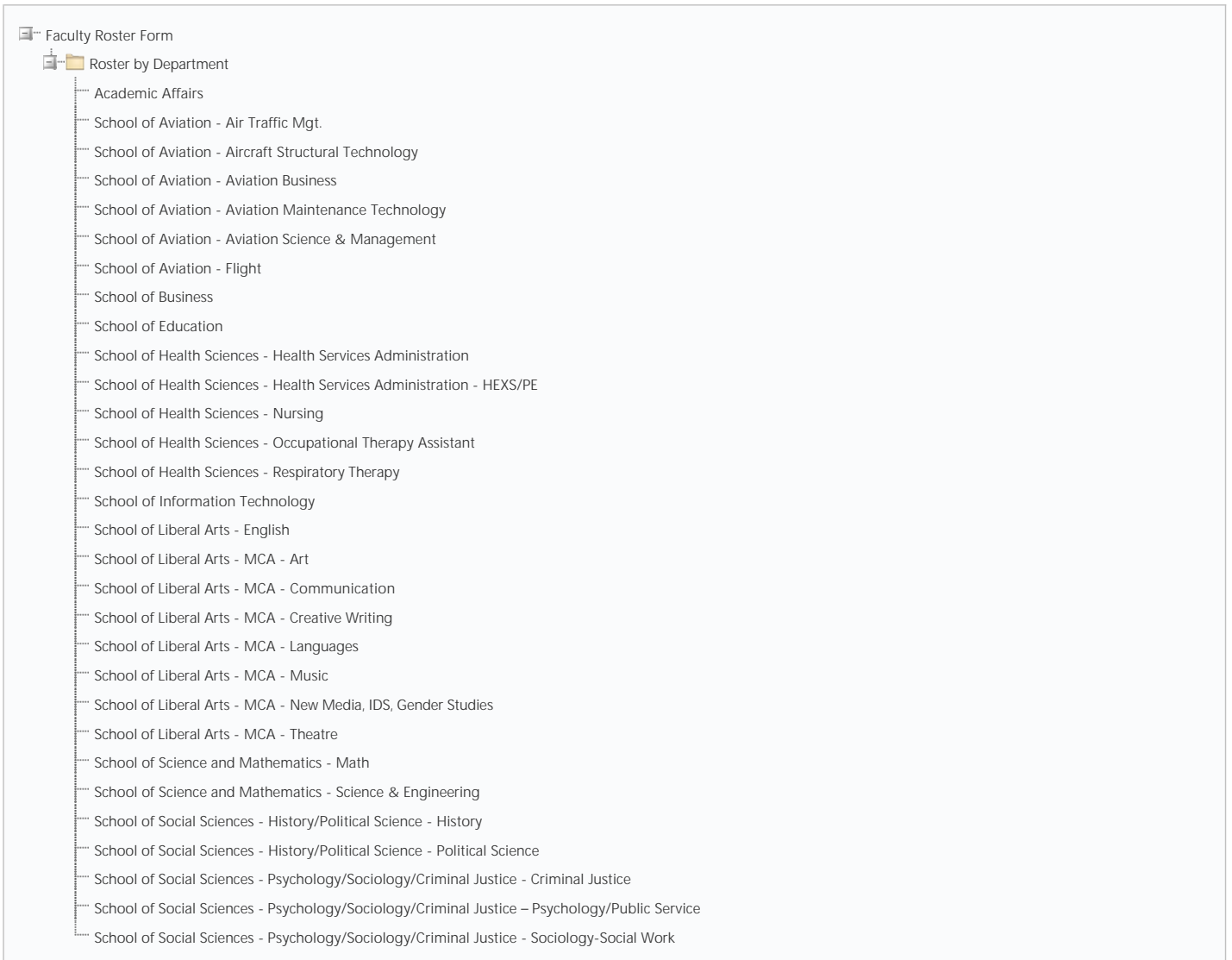
The *MGSC Faculty Handbook* Section 4.02.01 describes minimum qualifications for employment and responsibilities of the Corps of Instruction. When determining acceptable qualifications of its faculty, the institution gives primary consideration to the highest earned degree in the discipline. The institution also considers 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/or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

MGSC Faculty Credentialing Policy and Procedure

MGSC has established two policies: (1) a Faculty Credentials Policy which follows the best practices guidelines established by SACSCOC and (2) a Credentialing Exceptions Policy. **These policies are used when the faculty member** is hired as well as when faculty are assigned to teach classes.This credential policy ensures that faculty are **credentialed down to the course level (see Spring 2013 faculty roster provided below).**

The official faculty transcripts are housed in the MGSC SACS office, and all other documents related to faculty members are filed in the Office of Academic Affairs. This process ensures that candidates meet the requirements of not only the school or department but of the campus as a whole. Please refer to SACSCOC Standard CS 3.2.9 for the **policies regarding faculty appointment, employment, and evaluation.**
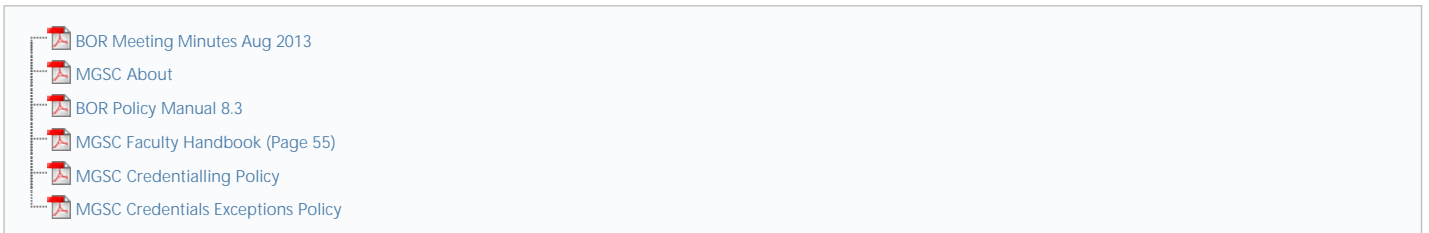
Credentials

- Faculty Roster Form
  - Roster by Department
    - Academic Affairs
    - School of Aviation - Air Traffic Mgt.
    - School of Aviation - Aircraft Structural Technology
    - School of Aviation - Aviation Business
    - School of Aviation - Aviation Maintenance Technology
    - School of Aviation - Aviation Science & Management
    - School of Aviation - Flight
    - School of Business
    - School of Education
    - School of Health Sciences - Health Services Administration
    - School of Health Sciences - Health Services Administration - HEXS/PE
    - School of Health Sciences - Nursing
    - School of Health Sciences - Occupational Therapy Assistant
    - School of Health Sciences - Respiratory Therapy
    - School of Information Technology
    - School of Liberal Arts - English
    - School of Liberal Arts - MCA - Art
    - School of Liberal Arts - MCA - Communication
    - School of Liberal Arts - MCA - Creative Writing
    - School of Liberal Arts - MCA - Languages
    - School of Liberal Arts - MCA - Music
    - School of Liberal Arts - MCA - New Media, IDS, Gender Studies
    - School of Liberal Arts - MCA - Theatre
    - School of Science and Mathematics - Math
    - School of Science and Mathematics - Science & Engineering
    - School of Social Sciences - History/Political Science - History
    - School of Social Sciences - History/Political Science - Political Science
    - School of Social Sciences - Psychology/Sociology/Criminal Justice - Criminal Justice
    - School of Social Sciences - Psychology/Sociology/Criminal Justice – Psychology/Public Service
    - School of Social Sciences - Psychology/Sociology/Criminal Justice - Sociology-Social Work

Sources (In Order of Appearance)

- BOR Meeting Minutes Aug 2013
- MGSC About
- BOR Policy Manual 8.3
- MGSC Faculty Handbook (Page 55)
- MGSC Credentialling Policy
- MGSC Credentials Exceptions Policy

CS 3.7.5

Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) recognizes that shared governance and transparency are central to achieving the educational goals of the College. The concept of shared governance and the rights and responsibilities of shared governance are described in the *MGSC Faculty Handbook* Section 3. This document is available to faculty through the College's Office of Academic Affairs and found on the College website at Shared Governance Documents.

According to the *Board of Regents (BOR) Policy Manual*, the faculty, subject to the approval of the President, the Chancellor, and the Board of Regents makes statutes, rules, and regulations for its governance and for that of students; provides such committees as may be required; prescribes regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and makes such regulations as may be necessary or proper for the maintenance of high educational standards (*BOR Policy Manual* 3-2-4).

At MGSC the Academic Assembly and the Faculty Senate are the mechanisms for shared governance.

The Academic Assembly consists of the President of the College; the Officers of the College; all Vice Presidents; all Associate Vice Presidents; all Assistant Vice Presidents; the Registrar; the Corps of Instruction of the College; including all campus directors, deans, associate deans, assistant deans, and chairs; and all directors and administrative staff of the College who hold ex-officio faculty status.

The purpose of the Academic Assembly is to hear reports from the President of the College, officers of the College, and the Faculty Chair of the Senate. The Academic Assembly votes on a limited number of recommendations. These recommendations include the approved list of graduates, the officers of the Assembly, and any Senate item in which ten percent of the Assembly petitions for a Called Vote of all members of the Assembly. The Academic Assembly meets at least once each semester (*Bylaws of the Academic Assembly* - V-B).

The Academic Assembly may create Ad Hoc Committees as deemed necessary by the President or by a representative of the President. Ad Hoc Committees cannot interfere with or circumvent the Standing Committees or Boards of the Senate. Any employee of the College may serve on an Ad Hoc Committee, and alumni and community members might also serve under special circumstances. At the time of its creation, Ad Hoc Committees must be registered with the Executive Committee of the Senate and the Secretary of the Assembly. The Executive Committee reviews Ad Hoc Committees in the areas of their membership, work, formal recommendations, minutes, and the Ad Hoc Committee's necessity. The minutes of Ad Hoc Committees are sent to the Secretary of the Assembly, the Executive Committee, and to the Vice President for Academic Affairs. The Executive Committee may recommend to the President that an Ad Hoc Committee be discontinued or that an additional Ad Hoc Committee be created (*Bylaws of the Academic Assembly* - VI).

The Faculty Senate consists of the President of the College (ex officio); the Vice President for Academic Affairs (ex officio); the President of Student Government Association (ex officio), a librarian; and members of the full-time faculty elected by the respective academic units. Additionally, one faculty member represents each of the five campus locations: Cochran, Dublin, Eastman, Macon, and Warner Robins.

The purpose of the Faculty Senate is to recommend to the President of the College rules and regulations for the governance of the College. These recommendations may include but are not limited to, admissions, dismissal, conduct, scholarship, classes, courses of study, requirements for graduation, and student organizations and activities as may be required in order to maintain high educational standards. The work of the Senate is supported through Standing Committees, Ad Hoc Committees, and Boards. The President of the College shall be an ex officio member of all College committees (*Bylaws of the Senate* - VI-A). Decisions made by all committees are recommendations to the Senate and require formal Senate response (*Bylaws of the Senate* - VI-J).

Standing Committees of the Faculty Senate are as follows (*Bylaws of the Senate* - VI-K):

- Executive Committee: duties include recommending members to serve on Standing Committees and Boards; managing academic units' election processes for Senators and other Standing Committees that require elections; periodically reviewing the Purpose and Mission Statement of Middle Georgia State College, the Statutes of Middle

Georgia State College, the Bylaws of the Assembly, the Bylaws of the Faculty Senate, and the Senate Rules of Process; coordinating the Personnel Policies Committee's yearly review and update of the Faculty Handbook; collaborating with the Faculty Senate in a review every two years of the Middle Georgia State College Statutes; **review determining proper jurisdiction of the Senate committees; maintaining documentation, and acting upon** recommendations from other committees and boards, and conducting election of Officers for the Academic Assembly.

- Academic Affairs Committee: duties include recommending actions to the Senate on matters related to curriculum, courses of study, academic standards, and admissions standards.
- Academic Personnel Policies Committee: duties include recommending policies concerning the general welfare and function of the faculty, except where policies of the Board of Regents of the University System of Georgia apply or as otherwise provided in these Bylaws, and working with the Executive Committee on the annual update of the Faculty Handbook.
- Faculty Development Committee: duties include coordinating a program of faculty development opportunities within disciplines, across schools, among campus locations, and within the international study and travel arena to improve the quality of teaching and learning at the College; managing a budget for funding national and international faculty development activities and resources; soliciting applications from members of the faculty for funds to travel to professional conferences; coordinating a program of faculty presentations and teaching circles; maintaining a teaching and learning library and a web site to publicize faculty development opportunities and activities; and working with Technology Support Services to coordinate technological and non- technological training opportunities.
- Faculty Recognition Committee: duties include reviewing, formulating, and recommending policy which will maintain, enhance, and recognize the professional achievement, teaching excellence, and service contributions of the faculty.
- Library and Technology Resources Committee: duties include working closely with all campus librarians to make recommendations for the improvement of the libraries with regard to services, collections (both print and electronic), and programs; serving as a liaison between the libraries and the faculty to encourage and mediate faculty communication with the library; advocating for library plans and resources, providing a forum and clearing house for suggestions regarding technology utilization, planning for the implementation of technology on **campus; and making recommendations to the Faculty Senate.**
- Promotion, Tenure, and Post Tenure Review Committee: duties include overseeing all matters relating to promotion/tenure policies and procedures, as well as post tenure review in coordination with the Vice President for Academic Affairs, enabling departments or schools in populating department/school committees with faculty of required rank when department/school numbers do not exist; training department chairs and deans of schools on promotion and tenure procedures; periodically reviewing the accomplishments and development plans of all tenured faculty members for the purpose of enhancing development and for rewarding performance, and overseeing and recommending action to the Faculty Senate on any matters relating to promotion, tenure, and post-tenure review policies and procedures.
- Student Affairs Committee: duties include studying and recommending policies and procedures concerning the overall Student Affairs program and assisting in the budgetary processes for the Student Activities Fee and Technology Fee.
- Student Honors, Awards, and Graduation Committee: duties include the granting of student honors and awards, proposing to the President speakers for the major academic functions, and recommending to the President plans for the annual graduation exercises.
- Campus Safety Committee: duties include making recommendations regarding any aspect of campus safety, including but not limited to the classroom, student activities, student housing, grounds, emergency planning, and surface streets accessing the College.
- Inter-Campus Visiting Speaker Committee: duties include making recommendations to the President for speakers to be invited to the five-campus community for the Fall semester Freshman Orientation, Student **Honors and Awards Ceremony, and Graduation. This body also may make recommendations to the President for** additional discipline-**specific or interdisciplinary speakers who may be invited to campus.**

Standing Committees of the Senate are created by the Senate and assigned responsibility for specific areas of concern. For all Standing Committees, with the exception of the Student Affairs Committee, Promotion, Tenure, and Post Tenure Review Committee, representation consists of one faculty member elected by their respective academic units, defined as a school or, if there are departments within the school, by the department. Each department or school, if a school does not have departments, is represented by the ratio that for every ten faculty members there is **one representative, rounded to the nearest whole number. For the purposes of representation on the Faculty Senate** and on Standing Committees, departments of less than ten faculty members are grouped together within their school and represented by the ratio that for every ten faculty members there is one representative, rounded to the nearest whole number (*Bylaws of the Senate, Article III-B*).

The Student Affairs Committee consists of one student and one faculty member from each campus (five student

representatives and five faculty representatives), one representative from Student Government Association, and the Vice President of Student for Affairs (*Bylaws of the Senate*, Article IV-K-8-a).

The Promotion, Tenure, and Post Tenure Review Committee consists of two full professors, three department Chairs, and two associate professors who have successfully completed three years at this rank elected at large from the membership of the Academic Assembly (*Bylaws of the Senate*, Article IV-K-7-a).

The officers of each standing committee consist of a Chair, a Chair-elect, and a Recorder. Each of these positions is elected from the membership of the committee (*Bylaws of the Senate*, VI-B, VI-J-1).

Boards of the Faculty Senate are charged with reviewing college-wide activities and research whose oversight requires a greater level of continuity and training. Positions on Boards are filled from the membership of the Academic Assembly, Administrative Staff, and the student body. Board members receive their appointment from the President of the College based upon the recommendations of the Executive Committee of the Faculty Senate and from solicited recommendations from administrators. Student members on boards are recommended to the Executive Committee by the Student Government Association through the Office of Student Affairs. If possible, faculty appointments are arranged so that at least two-thirds of board members are retained each year. The President of the College is an ex-officio member of all College boards (*Bylaws of the Senate*, VII-A).

The Boards of the Faculty Senate are as follows (*Bylaws of the Senate*, VIII-C):

- Institutional Effectiveness Board: duties include providing leadership for the overall direction and support of institution and academic program effectiveness, assessment, and improvement; coordinate, evaluate, and facilitate the use of Comprehensive Program Review reports to make recommendations for program improvements or program viability to the Vice President for Academic Affairs, ensure the integrity of assessment **activities; and coordinate policies pertaining to faculty evaluation data and its use.**
- Strategic Planning Board: duties include assisting in the development and updating of the institution's mission statement and strategic plan; perform annual evaluation of progress toward the achievement of the institution's strategic goals; coordinate, evaluate, and facilitate the use of institutional assessment data in support of improvement initiatives for administrative and educational support units.
- Institutional Review Board: duties include ensuring, both through advance and periodic review, that research involving human and animal subjects is conducted in compliance with the applicable federal, state, and institutional policies and procedures for the protection of subjects in research.
- Student Conduct Board: duties include providing panels to determine whether a student has violated the Student Code of Conduct and making recommendations to the Senate on any aspect of student behavior or academic misconduct policy, including changes to the Student Code of Conduct.
- Student Media Advisory Board: duties include reviewing and approving activities of college media; providing oversight, direction, and suggestions for intercampus media outlets and activities, and in collaboration with the Office of Student Affairs, reviewing and contributing to the *Student Media* Bylaws.
- Intercollegiate Athletics Board: duties include acting in an advisory capacity; providing feedback to the Athletics Department concerning compliance functions, academic issues, gender equity, and budget development; and serving as a liaison between various members of the campus community and the college's intercollegiate athletics department and coaches.

Ad Hoc Committees of the Faculty Senate may be established following the same guidelines for Ad Hoc Committees of the Assembly. Ad Hoc Committees shall not interfere with or circumvent Standing Committees of the Senate (*Bylaws of the Senate, VI-G)*.

This model of shared governance works in accord with and by virtue of the *BOR Policy Manual*, Sections 3.2.3 and 3.2.4:

3.2.3 FACULTY MEETINGS
Each faculty shall meet at least once each academic term and at such other times as may be necessary or desirable, except at those institutions which have a council, senate, assembly, or other such body, in which case the faculty shall meet at least twice a year. Each faculty shall appoint a secretary who shall keep a record of the proceedings.

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

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

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

Sources (In Order of Appearance)

- MGSC Faculty Handbook (Page 31)
- MGSC Shared Governance Documents
- BOR Policy Manual 3.2
- MGSC Assembly Bylaws (Page 5)
- MGSC Assembly Bylaws (Page 6)
- MGSC Senate Bylaws (Page 7)
- MGSC Senate Bylaws (Page 8)
- MGSC Senate Bylaws (Page 9)
- MGSC Senate Bylaws (Page 3)
- MGSC Senate Bylaws (Page 15)
- MGSC Senate Bylaws (Page 13)
- MGSC Senate Bylaws (Page 17)

CR 2.5

Institutional Effectiveness

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

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Prior to consolidation, both Macon State College (MSC) and Middle Georgia College (MGC) were sister institutions of the University System of Georgia (USG) with comparable missions and comparable adherence to USG policies and procedures for ensuring institutional effectiveness. Consequently, the impact of consolidation on compliance with this core requirement has largely been one of integrating two similar institutions into a single highly effective and efficient organization. The process of institutional consolidation itself continues to be ongoing, integrates all institutional operations, is institution-wide in scope, and entails extensive research-based decision-making, planning, and evaluation.

As a USG institution, Middle Georgia State College's (MGSC) institutional effectiveness process must comply with USG Board of Regents (BOR) Policy 2.9, which mandates each institution have a strategic planning process, conduct systematic assessment of institutional effectiveness, and link decision making and budget allocations to its planning and assessment processes. Implementation of this policy has resulted in a planning and evaluation process that is aligned with the College mission and goals. The institutional operation is governed by elaborate and standardized systems of institutional planning and evaluation geared to support the strategic goals of the governing board and the institution, as well as the institution's prescribed mission for public state colleges in the USG.

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

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

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

Perhaps MGSC's most complex ongoing, integrated and institution-wide research-based planning and evaluation processes over the past 21 months have been those associated with achieving the successful consolidation of MSC and MGC into MGSC.

Institutional Mission Consolidation

Initial work on the mission began with the Implementation Committee composed of representation from both institutions and regional leaders. This Committee created a draft of the proposed institutional mission and presented this draft to the institutional governance group at both institutions. After review, editing, and final approval by each group, these items were reviewed by the consolidation lead President. The lead President subsequently recommended

to the Chancellor that these items be presented to the BOR. The BOR approved the new mission and name, MGSC, on May 8, 2012. Faculty, staff, student, administrator, foundation, and community member representation were involved in this particularly vital and high-level set of consolidation tasks (Implementation Committee Meeting Minutes 4/5/2012).

Institutional Strategic Planning Consolidation

Prior to consolidation each institution's Strategic Plan was aligned with the mission, vision, and goals of the USG BOR. These strategic plans along with the Consolidation Principles and the CCG Plan guided the new institution's decision-making processes from January 2013 until August 2013.

In August 2013 the BOR adopted a new Strategic Plan and Institutional Function and Mission Policy. MGSC's Office of the President appointed an ad-hoc Strategic Planning Steering Committee to review the new BOR Strategic Plan. The Steering Committee then lead a discussion with the President's Cabinet which is composed of the six Vice Presidents, the Chief Information Officer, the President of the Student Government Association, the Director of the Cochran campus, the Assistant Vice President of Facilities, and the Internal Auditor. Key initiatives were identified to focus MGSC priorities in the coming year (MGSC Strategic Plan 2013-2014). Cabinet members then submitted Action Plans tied to the Strategic Plan Initiatives (MGSC 2013-2014 Strategic Plan with Action Plans). These Action Plans include responsibilities, cost estimates, and assessment metrics.

MGSC Strategic Planning Board, a board of the Faculty Senate, began meeting in Fall 2013 and approved the 2013-2014 Strategic Plan Initiatives (Senate Bylaws)(Meeting Minutes 09-06-2013, Memo to Dr. Black). The Strategic Plan Action Plans submitted by each Cabinet member are currently under review by the Cabinet and the Strategic Planning Board. Beginning in October 2013, cabinet members will present quarterly reports on the progress of Action Plans. The Strategic Planning Board will guide the institution's long term strategic planning process as well as the ongoing review of the institution's mission.

Institutional Research and Effectiveness Consolidation

Prior to consolidation institUtional research personnel supported the research and data analysis process at both MSC and MGC. At MGSC these personnel were combined under the Office of Academic Affairs. Research and data analysis continued to be provided throughout the consolidation. In Spring 2013 some internal reporting required manual combining of the prior institutions' data. In October 2013 MGSC will report consolidated data to IPEDS/DOE. When the consolidation began, MSC was already in the process of implementing Blackboard Analytics, a student data management and analysis tool. Institutional research is in the process of completing the implementation using the consolidated institution's data.

Prior to consolidation, both institutions had institutional effectiveness processes in place. As a part of the consolidation process, an Institutional Effectiveness workgroup, representing constituents from across the five campuses of MGSC, developed an institutional planning and assessment process and made recommendations regarding the Comprehensive Program Review (CPR) process.(Institutional Effectiveness Workgroup Meeting Minutes 11-8-2012)

The institutional planning and assessment process requires academic and administrative units to submit an assessment plan and report by August 15 of each year. Assessment plans identify unit or program goals, administrative outcomes or student learning outcomes, measures of assessment, tools for assessment, definitions of success, and program or administrative initiatives. Assessment Reports analyze assessment data in order to construct recommendations for improvement in student learning and services (MGSC Complete Assessment Process). The assessment process is directly tied to the budget, and a Budget Adjustment Justification Form must be completed by any unit seeking funds for new initiatives based on assessment data. The yearly assessment plans and reports are managed by the Office of Institutional Research and Planning (OIRP). The reports are reviewed by OIRP, the MGSC Assessment Council, and the Office of the Vice President of the appropriate administrative unit.

In Spring 2013 the academic units were required to submit an abbreviated assessment plan. Results of those plans were reported in June 2013 (BS Health Services Assessment Report and General Education Outcomes Assessment Report). The full assessment cycle that includes both academic and administrative units began in Fall 2013. These units have submitted assessment plans which connect program goals to the mission and goals of the institution (Assessment Plan Examples: AS Biology Assessment Plan 2013-2014 and Fiscal Affairs - Budget Office Assessment Plan 2013-2014). Results of these plans will be reported in June 2014.

CPR is mandated by the USG BOR Policy 3.6.3. Prior to consolidation, the Institutional Effectiveness sub-committee developed a CPR process and template (minutes of IE subcommittee). All academic programs are reviewed every six years, and the CPR process is conducted by selected academic units each year (CPR Schedule). An analysis of both quantitative and qualitative data serves to articulate the quality, viability, and productivity of academic programs. The CPR process begins with a self-study by the department or school that houses the program, includes a review of the program by the Institutional Effectiveness Board and the Vice President for Academic Affairs. The CPR process is integral to a culture of continuous improvement, and the process includes documenting outcomes from past cycles

and establishing benchmarks for the future. In addition, as mandated by the BOR, the CPR process culminates with recommendation that the program be enhanced, maintained at current levels, reduced in scope, consolidated, or terminated. These recommendations, which are reviewed by the Faculty Senate, drive the long-range budgeting process for programs.

<u>Institutional Automated Systems and Database Consolidations</u>

A plan for consolidating the two institutions' Banner Student Information Systems was created with the assistance of an Ellucian consultant and a functional team that included representatives from the Office of the Registrar, the Office of Admissions, the Business Office, the Office of Financial Aid, the Office of Academic Affairs, and Banner technical staff. The plan included making copies of the two former institutions' databases and creating a new combined database. Decisions regarding validation table codes and mapping of codes from the old system to the new system were made. Testing and migration was completed in March 2013.

The consolidation of the PeopleSoft accounting system and the ADP Payroll System was led by a USG Consolidation Team. Systems remained separate at both institutions until July 2013. The PeopleSoft Systems from both institutions were combined into one new database. Likewise, the ADP systems from MSC and MGC were combined into one new database. The separate databases for the former institutions have remained in place for historical data.

<u>Institutional Organizational and Budget Consolidation</u>

Both consolidating institutions prepared separate Annual Financial Reports and received separate Full Management Disclosure reports for Fiscal Year 2012. These reports were available October 2012 and sent directly to SACS by the Georgia Department of Audits and Accounts, as well as to the MGSC administrative team.
The effective date of the consolidation in early January 2013 fell in the middle of the fiscal year. Although many aspects of the consolidation went into effect at that time, the consolidating institutions maintained separate accounting/budget systems for the fiscal year and operated within the resources of their approved Fiscal Year 2013 budget. However, the consolidated institution, MGSC, provided one Annual Financial Report to the USG and will receive one audit/review from the State Department of Audits for Fiscal Year 2013. Although the budgets and accounting systems remained separate for the first six months of consolidation, budget management was centrally coordinated to ensure the needs of MGSC were met. The Fiscal Year 2014 budget for MGSC was developed during Spring 2013 and took effect July 1, 2013.

Likewise, the US Department of Education (USDOE) continued with separate financial aid allocations to MSC and MGC for the first six months of the consolidation since it was in the middle of the fiscal year. Fiscal Year 2014, beginning July 1, 2013, is the first year of consolidated allocations for MGSC for both the USG and the USDOE.

<u>Campus Master Plan Consolidation</u>

Prior to consolidation MSC and MGC each operated under a Master Plan. As part of the consolidation process, MGSC will develop a new Master Plan that incorporates the five separate campuses into a single plan. A funding request for the Master Plan will be presented to the BOR in December 2013. The USG has recently completed a System-wide space utilization study for each of its institutions. The results of this study will be utilized by the USG as it develops a comprehensive Master Plan for the University System.

<u>Facilities and Capital Improvement Consolidations</u>

The launching of annual capital projects was affected by the consolidation. Several planned projects that were part of the Master Plans for MSC and MGC were put on hold or modified to allow the institutions to reformulate a consolidated Master Plan that meets the needs of MGSC. Projects currently approved for construction include an 82,499 square foot Recreation and Wellness Center on the Macon campus and a donor-funded Welcome Center also on the Macon campus. $3.8 million has been allocated by the USG for the renovation of Haynes Hall on the Cochran campus, however, a recently completed space utilization study has indicated that these funds could be put to better use rennovating other academic buildings on the Cochran campus. USG Approval of this re-direction is pending. A 250 bed freshman residence hall for the Macon campus was previously approved by the BOR but was suspended indefinitely in July 2012. The USG's Fiscal Year 2015 Capital Budget Request to the Governor's Office of Planning and Budget is currently being developed and includes a $2 million request for funds to replace 5 to 6 planes in the aircraft fleet and other needed Aviation equipment.

<u>Educational Program Consolidations and Expansions</u>

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

Prior to consolidation, existing faculty governance processes at the two partner institutions reviewed and approved curricular changes associated with the consolidation of educational degree and certificate programs and the core curriculum along with related changes in academic policies and admission standards. These recommendations were forwarded to the lead President for consideration as needed throughout the ongoing institutional preparations. Faculty and curriculum committees reviewed and approved MGSC's consolidated authorized list of degree programs and certificates (MSC Faculty Senate Approval, MGC Faculty Approval). Course-level consolidations were completed prior to Fall 2013.

Institutional Consolidation of Complete College Georgia Plans

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

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

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

In 2012 a CCG Plan was submitted for MSC and MGC in anticipation of the consolidation. In June 2013, a CCG Status Report was produced that documented the consolidated institution's progress in meeting the goals outlined in the institutional CCG Plan and articulated changes in the goals and strategies based on assessment results. The annual CCG Status Report which is published on the Office of Academic Affairs website is available for review by the entire College community and is provided for direct review to College deans and chairs during the first administrative meeting of each academic year. In addition, the report is reviewed by the President's Cabinet and the BOR.

Systematic Review of Institutional Mission, Goals, and Outcomes

Evidence of systematic review of institutional mission, goals, and outcomes is found through the history of the consolidating institutions as well as the consolidation process. The history of Macon State College (MSC) and Middle Georgia College (MGC) is well documented in the Substantive Change Prospectus.

In 1968 MSC began as a two year institution serving surrounding counties. In 1996 the Regents approved a change in mission and the introduction of the bachelor of science degree. In 2003, MSC established a permanent campus in Warner Robins. By 2012, the College offered 18 bachelor degrees with 33 majors or concentrations.

Middle Georgia College (MGC) began in 1884 as New Ebenezer College, an institution largely supported by local Baptist churches. In 1931 it became an independent institution and was one of the original units of the University System of Georgia. In 1984, a second campus in Dublin was opened. In 2006, the Board of Regents authorized Middle Georgia to begin offering select baccalaureate degrees. In 2007, the Georgia Aviation Technical College in Eastman was merged with MGC thus creating a third campus for MGC. By 2012, MGC offered 6 bachelor degrees and more than 40 majors for transfer and career programs.

From 2007 until August 2013, the USG BOR operated under a strategic plan as documented in the *Vision, Mission and Goals Statements.* These statements along with consolidation principles adopted by the BOR guided the Chancellor's recommendations for consolidation and the BOR's decision in January 2012 to consolidate MSC and MGC (Consolidation Principles).

Following the BOR's decision to consolidate MSC and MGC, the senior administrators met to establish consolidation planning groups. Under each group, an extensive array of joint working committees was established to complete consolidation tasks at the operational and technical levels of the organization's planning and evaluation processes. A complete listing of all Joint Working Committees and their membership, including position titles and partner institution affiliation, is provided.

These Planning Groups and Joint Working Committees completed critical consolidation tasks for the new institution: institutional name and mission, institutional organizational structure, duplicate program curriculum alignment, program offerings for Spring 2013, consolidated faculty roster for spring semester, first-year budget, business plan, inventory of library resources, admissions standards, student tuition and fees, financial aid, and mascot and colors.

Consolidated faculty governance processes were developed by a joint faculty governance committee between the consolidating institutions. The new faculty governance structure was established by the end of Fall 2012 and was responsible for all curricular changes for MGSC effective January 2013. In the interim, existing faculty governance processes at the two partner institutions reviewed and approved curricular changes associated with the consolidation of educational degree and certificate programs and the core curriculum along with related changes in academic policies and admission standards. Discipline faculty and curriculum committees reviewed and approved MGSC's consolidated authorized list of degree programs and certificates. Course-level consolidations were completed prior to Fall 2013.

Initial work on the mission and name began with the Institutional Consolidation Working Group who created a draft of the proposed institutional mission and names for consideration. This draft and the names were presented to the institutional governance group at each institution for consideration. After review, editing, and final approval by each group, these items were sent to the lead President for review. The lead President subsequently recommended to the Chancellor that these items be presented to the BOR at the next scheduled meeting. The BOR approved the new mission and name, Middle Georgia State College, on May 8, 2012.

Another example of systematic review of goals, mission, and outcomes began in August 2013 when the USG adopted a new strategic plan to include three key initiatives: Academic Excellence and Degree Completion; Economic Development and World Class Research; and Accountability, Efficiency, and Innovation. Also in August 2013, the BOR adopted a new institutional function and mission policy. Under the new policy, the regents will take into consideration four areas in determining both the mission and sector of the thirty-one USG institutions: the institution's current academic programs of study; access and admissions selectivity; geographic area of responsibility; and emphasis on research, teaching, and service. One of the goals of this new policy is to ensure that individual missions and functions of the institutions are in sync with the overall mission of the USG and BOR.

Continuing Improvement in Institutional Quality

MGSC has continued the two previous institutions' dedication to continuous improvement. Improvements have been driven by the Consolidation Principles, the CCG Plan, and by the Academic Assessment cycle completed in Spring 2013. The following is a list of some of these improvements:

- Consolidation committees were established to analyze the viability of programs that existed at the new institution. The analyses resulted in the deactivation of several programs with low enrollments. (Example: Viability meeting minutes 7/7/2012)
- Consolidation committees were established to analyze program specific curriculum in Area F. These committees made recommendations to resolve discrepancies in Area F from the two consolidating institutions. (Example: Area F English meeting minutes)
- The General Education Outcomes work team worked together to combine the general education outcomes and core curriculum from the two institutions. This new set of general education outcomes and core curriculum has been approved by the BOR and implemented, thus aligning all campuses of MGSC. (Example: General Education Work Team Minutes 3-29-2012)
- Analysis of historical MSC and MGC data revealed that students permitted to enroll on probationary status during the first week of classes were infrequently retained the next semester. Based on this data, MGSC admissions policy was changed. Beginning Fall 2013, probationary admission has been discontinued, and new students will not be admitted during late registration unless they meet all admission requirements. Analysis of the success of this change is continuing.
- Institutional research revealed that nearly 30% of the MGSC student population is comprised of transfer students, some entering the institution with between 90 and 140 credits. These students often did not have transcripts analyzed until mid-semester, impeding student progression. Based on this data, the institution created transfer-specialist advisor positions to assist transfer students. Analysis of the success of this change is continuing.
- An analysis of positions across the combined institution revealed some duplicate positions. These duplicate positions were eliminated resulting in a savings of over $1 million dollars.
- An analysis of positions across the combined institution revealed some inconsistencies in job descriptions and titles. The Carl Vinson Institute for Government at the University of Georgia was hired to conduct a study of job titles and pay scales. A formalizing of job descriptions is nearly complete, and a study of pay scales is under way.

Effectiveness in Accomplishing Its Mission

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

The Strategic Planning process aligns the goals of MGSC with the goals of the USG. The Strategic Planning Board is

charged with helping to create and update the Strategic Plan and Mission Statement as well as evaluating how well the institution is achieving the goals established in the Strategic Plan. With the new BOR Strategic Plan in place, MGSC adopted key components of this plan as a guide. This short term Strategic Plan was approved by the Strategic Planning Board, the Cabinet, and the President. Specific Action Plans have been aligned with this Strategic Plan. The Strategic Planning Board, President, and the Cabinet will begin work on a long term Strategic Plan once the **permanent President is in place.**

The Institutional Effectiveness processes require unit heads to establish missions that are aligned with the institution's mission. Additionally, each unit sets goals and performance indicators that are clearly aligned with the unit and the institution's Mission. At the end of each year, unit heads report on the results of prior year plans. Plans for the following year are then established based on results of the previous year. The Office of Institutional Research and Planning and the Assessment Council collect, publish, and review the assessment plans and reports. Assessment plans that require additional budget resources also require a Budget Conference Request Form thus tying budget requests to the goals of the unit.

The CCG Plan focuses the institution toward the directives established by the USG BOR for CCG. These directives align with the University System's Strategic Plan and Mission as well as with the Mission of MGSC. The metrics that are established and reported on annually for CCG indicate that MGSC is continuing to accomplish its mission (CCG Status Report).

The Strategic Planning Process, the Institutional Effectiveness Assessment Process, and the CCG plan all provide a **framework for guiding the institution toward its ultimate goal as stated in its Mission Statement:**
"The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region" (**source:** Mission Statement).

The processes provide assessment measures that indicate how effectively the institution is accomplishing its **mission.**

Sources (In Order of Appearance)

- BOR Policy Manual 2.9
- Implementation Committee Meeting 4-5-12
- MGSC 2013-2014 Strategic Plan
- MGSC 2013-2014 Strategic Plan with Action Plans
- MGSC Senate Bylaws (Page 18)
- Strategic Planning Board Meeting 090613
- Strategic Planning Board - Dr. Black memo 09-16-13
- MGSC Complete Assessment Process 7.23
- Institutional Effectiveness Workgroup 11-8-2012
- MGSC Budget Adjustment Justification Form
- MGSC Assessment Council Description
- IE Assessment Report - BS Health Services Admin Sp13
- IE Assessment Report - Gen Ed Core Outcome Sp13
- IE Academic Assessment Plan - AS Biology 2013-14
- IE Administrative Assessment Plan - FA Budget 2013-14
- BOR Policy Manual 3.6
- MGSC CPR Process
- MGSC Comprehensive Program Review Schedule
- CPR Template
- MGSC Consolidation Teams
- MSC Faculty Senate Program Approval
- MGC Faculty Curriculum Approval Minutes
- BOR CCG Plan
- COMPLETE COLLEGE GEORGIA STATUS REPORT
- AA - CCG page
- Prospectus
- Vision, Mission, and Goals Statement - Board of Regents
- Regents Approve Principles for Consolidation of Institutions
- Viability Matrix NSME

- AREA F Matrix-ENGL
- General Education Work Team Minutes 03-29-2012
- BOR Policy Manual 2.10
- MGSC About
- BOR Agenda - May 14, 2013
- BOR Business Procedures Manual 8-2
- MGSC - CCGA Final

CR 2.9

Learning Resources and Services

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

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

The mission of the Middle Georgia State College (MGSC) libraries is to provide resources and services that reflect, support, and enhance the mission of the College. (Library Mission Statement) At MGSC, faculty and students, whether on campus or off site, have access to the full range of library and learning information resources. MGSC maintains libraries with full services to patrons on all five campus locations – Macon, Cochran, Dublin, Eastman, and Warner Robins.

In Spring 2012, a group of librarians from Macon State College and Middle Georgia College formed a Library Consolidation Work Team. The purpose of this group was to identify and work through tasks in preparation for the consolidated libraries. Some of the areas for discussion were policies and procedures, database vendor notifications, consolidation of library catalogs, logistics of routing library materials, and collection development, as well as other issues (Library Work Team meeting minutes). Consolidation efforts resulted in the transfer of some library personnel to other campuses; however, the consolidation did not affect library services to students.

Campus Libraries

The Macon Campus Library occupies a 59,026 square foot building and is co-located with the Academic Resource Center (ARC). The ARC supplements faculty instruction by providing peer and professional tutoring, appropriate resource materials to supplement course work, access to computer-based tutorials and resources, and Academic Success Skills workshops. The ARC services combined with the reference and research assistance and resources of the library create a centralized learning facility for students. The two story library building includes the following:

- GALILEO Information Commons – large area with 82 computers located adjacent to the shared library/ARC information desk.
- Computer Classrooms – two 30-seat computer classrooms shared by the library and ARC and used for teaching library instruction sessions, study skills, and academic success workshops.
- Thirteen group study rooms (two of these house computers containing assistive technology software).
- Group and individual study tables.
- Technical Assistance Center (TAC) – a centralized service point for students seeking assistance with technology, including use of personal web folders, support for wireless networking, general assistance with the learning management system, and e-mail and Student Web Organized Records & Data System (SWORDS) password help.

The Roberts Library on the Cochran campus occupies 23,067 square feet with three group study rooms and an Anatomy and Physiology Lab. The library has a fully wired classroom for library instruction and general use. The ground floor is occupied by the Student Success Center (SSC), ARC, Learning Support classrooms, and faculty offices. The office of Multicultural Affairs is also located on the ground floor. There are three computer labs, two of which are open and one dedicated to SSC use. The first floor houses the reference collection and the second floor, the serials and general circulating collection.

The Dublin Campus Library occupies 5,986 square feet and provides thirty computers for use by students and the general public. There are four study rooms for student use, a computer lab for library instruction classes, a circulating and reference book collection, and a small collection of print periodicals.

The Eastman Campus Library occupies 1,260 square feet and provides five computers for student use, as well as a small print and serials collection. Additional student computer access is provided in an open computer lab located adjacent to the library.

The Warner Robins Campus and the Robins Resident Center (RRC) are supported by the adjacent Nola Brantley Library (NBL), a branch of the Houston County Public Libraries. A Memorandum of Understanding (MOU) details the terms of this partnership which began in 2003.

A complete renovation of the NBL began in September 2012. Library services and resources were temporarily moved to the Academic Resource Center in Oak Hall on the Warner Robins campus. The print collection and the Warner Robins campus librarian were part of this temporary relocation. In addition to the library resources, the Academic Resource Center in Oak Hall contains 35 computers for student use. During this renovation, the services provided to students at the Warner Robins campus have remained unchanged. Students continue to have access to the relocated print collection. The renovation is scheduled for completion in October 2013, and the Warner Robins Campus Library services, resources, and librarian will relocate back to the renovated and expanded Nola Brantley Library during the semester break, in time to resume operations in Spring 2014 semester. The renovated 28,000 square foot library will contain 28 public access computers, 8 MGSC computers, MGSC Reference and Circulating collections, and 2 separate rooms to use for group study.

Collections – Print and Electronic

The MGSC Libraries Collection Development Policy guides the acquisition of resources for the Libraries' collections. The College maintains a collection of 350,992 print and non-print items composed of 202,386 bound volumes of books and journal back files, and 6,554 audiovisual items which include videos, DVD's, and sound recordings. Subscriptions to serial titles, both print and electronic, provide 142,052 scholarly journal titles to all MGSC users.

The virtual collection owned or licensed by the MGSC Libraries provides students and faculty with access to over 141,096 e-book titles from the two electronic collections *eBooks on EBSCOhost* and EBSCO's *eBook Academic Collection*. E-books in the area of nursing/medicine are available through the *R2 Digital Library collection*. Online reference titles accessible through the *Gale Virtual Reference Library* include *Encyclopedia of Aging*, *Encyclopedia of Small Business*, *Encyclopedia of American Religions*, *Lippincott's Visual Encyclopedia of Clinical Skills*, and the *Business Plans Handbook*. Multiple titles of e-books containing primary source documents to support the History degree program include *Daily Life in World History Through Primary Sources* and *Human & Civil Rights: Essential Primary Sources*.

GALILEO, GeorgiA LIbrary LEarning Online, is the award-winning virtual library of licensed, commercial databases and selected free Internet resources available to the citizens of Georgia (Galileo Fact sheet). It provides access to over one hundred databases indexing thousands of periodicals and scholarly journals. It also provides access to over 10,000 journal titles in full text. Databases in the core GALILEO collection include Ebsco's Academic Search Complete, Lexis/Nexis Academic, MEDLINE with Full-Text, and the MLA International Bibliography. This virtual collection also includes full-text government documents and reference titles. To supplement the core collection provided by GALILEO, the MGSC libraries offer additional databases, subscribed to locally, to support the degree programs offered by MGSC. These titles include *CINAHL with Full-Text*, *Criminal Justice Abstracts with Full-Text*, *ABI/INFORM*, *ProQuest Research Libraries*, *Hoover's Company Capsules & Profiles*, *JSTOR*, *Project Muse*, *Literature Resource Center*, *CQ Researcher Plus Archive*, *Wilson Omnifile Mega Edition* (includes coverage in education, business, general science, humanities, and social sciences), the *ACM Digital Library*, and the *ProQuest 5000* multidisciplinary database that combines 12 of the top ProQuest databases in a single source. In addition, the Digital Library of Georgia is a gateway to Georgia's history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps, audio, video, and other resources. Off-campus access is available with password authentication.

An extension of the GALILEO initiative, GALILEO Interconnected Libraries (GIL) is the online catalog of the collections of the MGSC libraries. The GIL Universal Catalog provides a gateway to the information resources held in all of the USG libraries. GIL Express, an expanded service, is an innovative resource sharing service that allows students, faculty, and staff access to eligible circulating material at all USG libraries through walk up or by remote request. The USG libraries have a total of more than 13,000,000 bibliographic records.

Students and Faculty Access to Information

All five campuses of MGSC have access to the resources of GALILEO. Additionally, each library provides access to e-books through a variety of e-book collections and virtual reference collections. Access from on-campus is available without the need for authentication. From off-campus, authorized students and faculty must log in with passwords provided by the institution.

For ease of access and to take advantage of the linking technology offered by GALILEO, all databases, those owned or leased by the MGSC Libraries and the GALILEO-provided databases, are accessed through the GALILEO website. The linking technology enables users to locate a citation and database by clicking on the "Find It" button to quickly search all available databases to locate the full-text of the cited article. If the full text is not available, the linking technology enables the user to request the article through the library's interlibrary loan system.

The MGSC Libraries provide users with information located elsewhere through local, regional, and national cooperative arrangements and computerized networks, supplementing its collection through GALILEO, GIL Express, interlibrary loan, and local agreements. Articles and books not available in the MGSC Libraries and materials not located in the GIL universal catalog can be acquired by students, faculty, and staff through traditional interlibrary loan. Users receive requested journal articles electronically at their campus e-mail address; books can be picked up at the MGSC

campus library of their choice. Regardless of campus, faculty and students have access to the full range of library and learning information resources.

The MGSC Libraries provide equitable access to the collections and services for on-campus, off-campus, and distance learning students. A "For Distance Learners" link on the libraries web page outlines the resources and services available to distance learning students and provides links for access 24 hours a day, 7 days a week. A "Library Tutorials" link is currently being revised, and new tutorials will be added as they are completed.

Staffing and Services

MGSC Libraries employ 10 professional librarians (9 full-time and one part-time) and 7 support staff (6 full-time and 1 part-time). The combined hours of service provided by the 5 campus libraries are 287.5 per week as shown in Exhibit 2.9.

Exhibit 2.9 - Library Hours by Campus

Library Hours by Campus			
	Fall/Spring	**Summer**	**Semester Breaks**
Macon	Mon-Thurs: 7:30am - 10pm Fri: 7:30am - Noon Sat: Closed Sun: 2:00pm - 6:00pm	Mon-Thurs: 7:30am - 9:00pm Fri/Sat: Closed Sun: 2:00pm - 6:00pm	Mon-Thurs: 7:30am - 5:30pm Fri: 7:30am - 12:00pm Sat/Sun: Closed
Cochran	Mon-Thurs: 8:00am - 9:00pm Fri: 8:00am - Noon Sat/Sun: Closed	Mon-Thurs: 8:00am - 6pm Fri/Sat/Sun: Closed	Mon-Thurs: 8:00am - 5:30pm Fri: 8:00am - 12:00pm Sat/Sun: Closed
Dublin	Mon-Thurs: 8:00am - 9:00pm Fri: 8:00am - 12:00pm Sat/Sun: Closed	Mon-Thurs: 7:30am - 6:00pm Fri/Sat/Sun: Closed	Mon-Thurs: 8:00am - 5:30pm Fri: 8:00am - 12:00pm Sat/Sun: Closed
Eastman	Mon-Thurs: 8:00am - 12:45pm Fri/Sat/Sun: Closed	Mon-Thurs: 8:00am - 12:45pm Fri/Sat/Sun: Closed	TBD
Warner Robins	Mon-Thurs: 8:00am - 9:00pm Fri: 8:00am - 12:00pm Sat: 11:00am - 3:00pm Sun: Closed	Mon-Thurs: 7:30am - 9:00pm Fri: Closed Sat: 11:00am - 3:00pm Sun: Closed	Mon-Thurs: 8:00am - 5:30pm Fri: 8:00am - 12:00pm Sat/Sun: Closed

Source: MGSC Library Office

The MGSC Libraries provide a wide variety of services including access to collections, circulation of library materials, reference assistance, and instruction. Through the library web page, access to library resources and services extend beyond the library buildings to wherever a student with internet access is located. Some materials from the Reserves collection can be accessed online through the libraries' electronic reserves service. Face-to-face reference service is available on all campuses during all hours that the library is open. For more in-depth reference assistance, library users can schedule a consultation with one of the reference librarians. In addition to face-to-face reference service, assistance is available through e-mail, internet based chat, and text messaging, all accessible through the libraries' web page. Additional assistance is also given to library users through online subject guides and tutorials found on the libraries' web pages.

Cooperative Agreements with Other Libraries

In addition to the previously described cooperatives agreement with the NBL at the Warner Robins campus, MGSC maintains courtesy MOU borrowing agreements with four other area colleges: Wesleyan College, Mercer University, Central Georgia Technical College, and Oconee Fall Line Technical College. These agreements provide for the borrowing of materials from each other's libraries. These agreements are not intended to support specific MGSC programs, but rather were established as a convenience and to provide extended access to local area resources.

Faculty and Student Training

The 10 librarians at MGSC offer instruction in the access, use, and evaluation of library and other resources, including

online materials, through various means of library instruction. Library instruction sessions are offered to credit-bearing classes in a variety of subjects across the curriculum. Sessions are requested by faculty members and are generally taught during one class period.

Faculty are made aware of the availability of instruction sessions through a variety of methods including personal contact, e-mail messages, new faculty orientation presentations and handouts, and an information page on the library's website. Library instruction sessions are offered at all campuses of MGSC. Content of library instruction sessions varies according to the needs of the specific class and research assignment and range from introductory level classes to more advanced upper division classes. Both the students attending the sessions and the faculty who request the sessions are given a brief evaluation to assess their level of satisfaction.
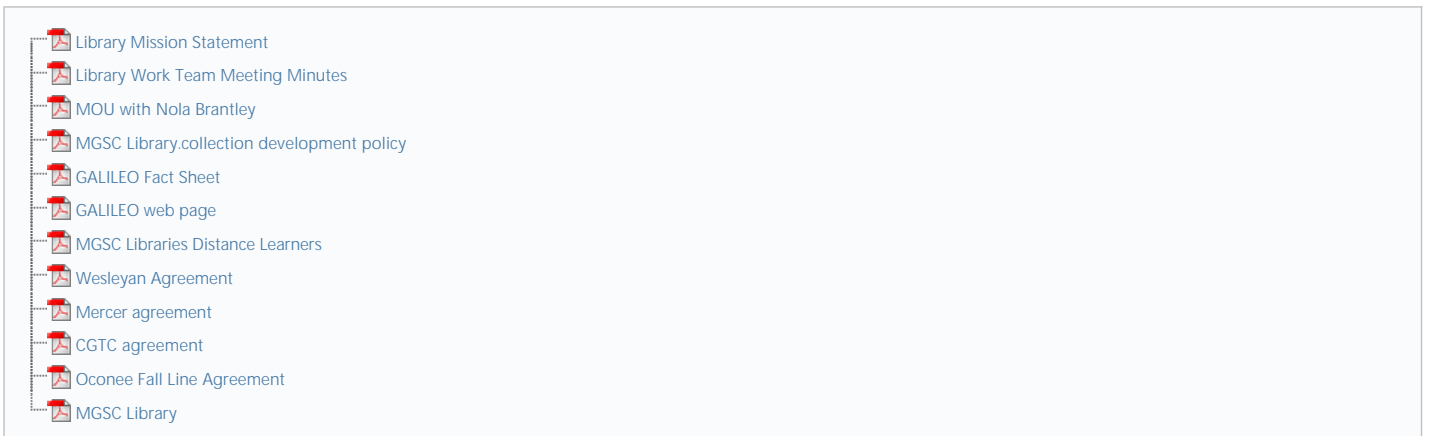
The library also plays a role in the Freshman Year Experience (FYE) course. The course includes an information literacy component that is designed to build information literacy and critical thinking skills. Each FYE class meets with a librarian twice during the semester and students are introduced to the library and its resources, basic search strategies, and evaluation of information. Assessment instruments are being used to tie library instruction to FYE student learning outcomes.

Various types of user satisfaction surveys have been administered by the libraries of the former institutions, Macon State College and Middle Georgia College, to determine strengths, weaknesses, and needs in their respective campus libraries. This practice of regular polling of students and faculty to determine their level of satisfaction with library resources and services will continue in the MGSC Libraries.

In addition to formal library instruction sessions, librarians also provide face-to-face reference services at the reference desk, one-on-one sessions by appointment, telephone, chat, and text reference services, as well as the "Ask-A-Librarian" e-mail link.

Faculty are trained in the use of electronic resources through one-on-one meetings that are scheduled with a librarian.

Sources (In Order of Appearance)

- Library Mission Statement
- Library Work Team Meeting Minutes
- MOU with Nola Brantley
- MGSC Library.collection development policy
- GALILEO Fact Sheet
- GALILEO web page
- MGSC Libraries Distance Learners
- Wesleyan Agreement
- Mercer agreement
- CGTC agreement
- Oconee Fall Line Agreement
- MGSC Library

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

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

Middle Georgia State College (MGSC) provides student support services designed to meet the academic and developmental needs of a diverse student body. In keeping with the institution's mission to serve the educational needs of a diverse population through high-quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region, an appropriate range of support services and programs is available on all campuses and for students enrolled via distance education.

Student life is enriched through cultural, social, educational, and recreational programs, as well as opportunities for leadership in student government and participation in extracurricular organizations and athletics. Provision of these services is the responsibility of many units of the institution to include Student Affairs, Enrollment Services, Academic Affairs, and Fiscal Affairs.

Admissions

MGSC's Office of Admissions recruits, counsels, and assists prospective students with the application process and the institution's admissions policies and procedures. The Office maintains open communication with prospective students throughout the admissions process via email, phone, print mailings, and office visits. The Office of Admissions is responsible for implementing, monitoring, and making necessary adjustments to admissions policies and procedures to maintain compliance with the Board of Regents (BOR) policies.

Assessment and Care Team

MGSC has in place appropriate crisis and emergency response procedures. However, in an era of increasing concern regarding the prevention of campus violence, the Chancellor of the University System of Georgia has directed that each institution develop a plan and select a committee to address potential behavioral concerns. In response, the College has established an Assessment & Care Team (ACT). The Team serves as an additional measure for campus safety by actively addressing behavioral concerns that have the potential to negatively impact the safety and/or well-being of the campus environment. The Team is a complement to, not a replacement for, the College's existing crisis and emergency response procedures. ACT operates in cooperation with existing campus and community resources while exercising due diligence to protect the campus community and the individual. It is critical to understand that even with the best intentions, situations may arise that are unforeseen by any member of the campus community.

Bookstore

Each of the five MGSC campuses has a bookstore that provides a variety of services to the students. In addition to selling course textbooks, the bookstores also offer book buy back, textbook rentals, basic office supplies, MGSC apparel and merchandise, and a limited number of snack items. Copy/fax services are also offered at the Macon and Warner Robins bookstores. The bookstores are owned and operated by MGSC under the guidance of the Office of the Vice President for Fiscal Affairs, and all staff members are employees of the College. The bookstore website contains information about its services, locations, and merchandise. The bookstore is a member of the National Association of College Stores, the Georgia Association of College Stores, and Connect2One.

Bursar's Office

The mission of the Bursar's Office is to perform the fiduciary responsibilities of MGSC and to professionally manage the financial transactions between students, parents, and MGSC. These services include accurately disbursing and collecting student funds, and responding to student and parent inquiries about financial issues. The specific responsibilities of the Bursar's Office include issuing billing statements via electronic billing, ensuring payments and financial aid received are properly applied to student accounts in a timely manner, refunding overpaid accounts, and collection of past due accounts. Beginning Fall 2013, students have a new option for paying for their college experience. Tuition payment plans are available that break down the tuition balance into affordable monthly payments. The Bursar's Office also maintains a website that provides links and information about payment options, fees, tuition rates, and deadlines.

Campus Security

The MGSC Department of Public Safety provides deterrence and response to violations of state law and campus ordinances. Officers provide continuous patrols of the College community 24 hours a day 7 days a week on the Macon, Cochran, and Eastman campuses. The Warner Robins and Dublin campuses have partial campus police presence and rely on local law enforcement and an alarm system for the remainder of the time. The Department of Public Safety manages the MGSC Alert System that is a free service providing notifications of campus emergencies including severe weather and campus closings. These notifications are sent out using voice messages to home phones, work phones, and mobile phones; text messages to mobile phones; and through email. The Department of Public Safefy also maintains a website that provides information about parking, safety tips, and emergency procedures.

Career Services

The Office of Career Services provides resources, advisement, guidance, and programs that support and challenge students to set educational and occupational goals. The main office for Career Services is located in the Student Life Center in Macon. The Career Services director routinely visits each campus office. Additional contact personnel and resources are located on each campus. In order to assist students, the Career Services staff offer self-assessments, career and academic planning, professional and resume development opportunities, job search strategies, and online job boards. In addition, workshops, employment opportunities, and cooperative training are offered. Career Services provides access to the Georgia Career Information Center (GCIC) where students can build career portfolios, look at programs of study, and prepare job readiness strategies. Lastly, Career Services staff provides presentations to student organizations and classes.

Clubs and Organizations

The Office of Student Life provides opportunities for students to build networks of support through positive interactions outside the classroom setting. Leadership opportunities as well as personal and professional development experiences are offered through 89 student organizations and programs. Student organizations are supported through student activity fees as well as dues and fundraising activites.

The College provides a diverse program of co-curricular and extra-curricular activities for students. Most activities and programs are free to anyone with a valid MGSC ID card.

The Office of Student Life provides organizational support to the following programs: the Artists and Lecturers Series, Arts Festival, Black History Month, Campus Activities Board, CollegeTown Film Series, Spring Fling, Company of Players drama group, Constitution Day, *Fall Line Review* and *Muses* literary magazines, Mediation Team, KnighTVision closed circuit television station, and the Student Government Association (SGA).

Collegiate Sports

MGSC is a member of the National Junior College Athletic Association (NJCAA). Students have the opportunity to participate in intercollegiate soccer, basketball, baseball, softball, and tennis as published on the MGSC Athletics website.

Conflict Resolution

The purpose of MGSC's Conflict Resolution (CR) process is to assist students in the resolution of disputes at their lowest level whenever possible. Using the help of an impartial third person, conflicting parties come together informally to talk through their conflict and attempt to reach a mutually acceptable solution. In mediation, both parties have the opportunity to express their concerns about the issues involved in their conflict. All decisions are made by the parties, not the mediator. Mediation is free and confidential, and no records are kept by the mediator. Should the mediation fail to reach an acceptable resolution, either party may next proceed to utilize one of the existing complaint, grievance, or legal procedures for redress. Conflict resolution is managed by the Office of Student Affairs.

Counseling Services

The Counseling Center supports the mission of the College by providing personal, academic, and career counseling services to assist students in developing personal awareness so that they may identify problems, define strategies and goals, and develop the skills to reach those goals.   There are instances where, after the initial consultation, a counselor may provide a referral to an outside resource such as a psychiatrist, specialist, or hospital for additional or primary treatment. Referrals to off campus sources of treatment are available to any student who might prefer to seek out other helping professionals. Offices are maintained on the Macon and Cochran campuses with auxiliary services provided on the Dublin, Warner Robins, and Eastman campuses.

Dining Services

Dining Services are available on the Macon, Cochran, Warner Robins, Eastman, and Dublin campuses. Services are unique to each campus and range from coffee and snack bars to full dining services. All dining services allow pay-as-you-go service. Meal plans are available for both residential and commuting students.

On the Macon campus, students have access to a full service dining cafeteria, Subway sandwich shop, and two Cafés. Dining options are available from 8:00 am to 6:00 pm.

Students on the Cochran campus have access to a full service dining cafeteria, SubConnection sandwich shop, A&W Restaurant, and the Sanford Café. Dining options are available from 7:00 am to 10:00 pm.

A variety of sandwiches, drinks, and snacks are available at the campus bookstore and in Thomas Hall at the Warner Robins campus. Food options are available Monday - Thursday from 10:00 am to 5:30 p.m.

Students on the Eastman campus have a selection of food options within the Runway Café.

Students on the Dublin campus have a selection of food available in the bookstore during regular bookstore hours.

Disability Services

The Office of Disability Services supports the mission of the College and the retention, progression, and graduation of a diverse student body by providing services for students with disabilities and special needs who meet federal guidelines. Offices of Disability Services are located on the Macon and the Cochran campuses and the Director of Disability Services travels to all campuses to provide student services as needed.

Financial Aid

The Office of Financial Aid is responsible for compliance with federal and state financial aid policies and the processing of applications for federal and state financial aid. They assist students in locating resources to fund their education. These resources include scholarships, loans, student employment, the Georgia HOPE programs, and federal student aid programs. Students are also counseled regarding documentation necessary to complete financial aid applications. The Office of Financial Aid participates in recruiting events to educate families and students regarding financial aid opportunities. A website provides information about grants, loans, scholarships, and work study opportunities.

Health Services

Health services are provided on all campuses with residence halls. A MGSC health clinic is located on the Macon campus. Open to all students, faculty and staff, the clinic assists patients with preventive health care and consultations, as well as evaluating, diagnosing and treating health concerns, minor illnesses and injuries. A network of local doctors provides free office visits to residential students on the Cochran and Eastman campuses. Medical emergencies at all campuses are handled at area hospitals.

Institutional Website and Social Media

The social media tools Twitter and Facebook are abundant on the institution's website. Through these tools, prospective students learn about the culture of the institution, a particular program, a club or sport.

New Student Orientation

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

Registrar

The Office of the Registrar is responsible for maintaining student records, transfer articulation, veteran's affairs, degree audits, issuance of transcripts and verification letters, compliance with FERPA, and certifying graduates and assisting with the college's annual commencement ceremony. Through the Office of the Registrar's website, students can access lists of critical dates such as payment deadlines and final exam schedules, forms for changing contact information and majors as well as applying for graduation, enrollment verification information, a transfer articulation catalog, and additional information.

Residence Life

The Office of Residence Life manages the day-to-day operations of the seven residence halls on the Macon, Cochran, and Eastman campuses. Residence Life on the Cochran campus includes five residence halls offering a variety of housing options including standard dormitory rooms and apartment style suites. The Eastman campus offers one residence hall with apartment style living for 140 students. The Macon campus offers apartment style living in its College Station complex. Some of the management activities of the Office of Residence Life include addressing minor roommate conflicts, forwarding repair requests to Plant Operations, and re-directing larger issues/complaints to the appropriate office. The Office of Residence Life processes residence hall applications including collection of application fees, reviewing documents, and making decisions about placement.

The Office of Residence Life sponsors programs/events designed specifically for resident students; collaborates with other offices and departments to identify students who may be at risk educationally, medically, emotionally, or physically; supports the concepts of civility in all interactions; works with Student Conduct to adjudicate any infractions; and provides alcohol and drug awareness programming.

Two unique residence life initiatives have been developed on the Cochran campus: Living-Learning Communities that foster academic success by placing like-minded students in the same residence halls, and the promotion of the Cochran campus as "freshman friendly".

Student Recreation and Wellness Programs

The MGSC Recreation and Wellness Program provides an extensive program of health, fitness, and recreation activites including an intramural program. The Macon, Warner Robins, and Cochran campuses have wellness centers with exercise equipment and space for classes and social interaction. The Dublin and Eastman campuses have game rooms for social interaction and recreational activities. The Recreation and Wellness Program plans and coordinates regular group fitness classes, health promotion events and workshops, off-campus recreation trips, intramurals sports, and club sports. Club sports currently offered include cheer, dance, football, kendo, indoor soccer, and mixed tennis.

Student Government Association

The Student Government Association (SGA) is the official governing body of the students, acting as an intermediary between the students, faculty, and administration. SGA is the primary means by which students can affect College policy and have a voice in campus activities. The MGSC SGA is made up of five campus Senates and a SGA President's Council. Each campus Senate is composed of twelve (12) senators and chaired by a Director. The President's Council is composed of each campus SGA Director and chaired by the SGA President. The SGA President is also a voting member of the President's Cabinet.

Student Media

The Media, Culture and the Arts Department sponsors the Student Media organization. The purpose of this student organization is to train students in publications and media and act as a source of news for campus events and activities. Student Media is advised by the Faculty Senate Student Media Advisory Board. The acting Coordinator of Student Media is the Chair of the Department of Media, Culture, and the Arts. MGSC Student Media consists of the *Fall Line Review*, the school literary magazine, and *The Statement*, the college newspaper. The television lab initiative, a closed-circuit outlet, is known as *KnighTVision*. *KnighTVision* works in support of *The Statement* by creating video content to be embedded in the newspaper website. Each of these three First Amendment protected publishing outlets has a faculty advisor who assists the student editors with purchasing, production, and student personnel matters.

Testing Services

Academic Testing Services maintains a testing lab on each campus. Full-time personnel are located on the Eastman, Cochran, and Macon campuses with cross-trained staff available on the remaining campuses when the need arises. Testing options include standard paper/pencil tests and computer-based tests. There are 55 computer testing stations on the Macon campus, 35 on the Warner Robins campus, 32 on the Cochran campus, 24 on the Eastman campus, and 4 on the Dublin campus.

The Academic Testing Centers offer the following tests:

- COMPASS Entrance
- ACT (National Test)
- COMPASS Exit
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Test (DSST)
- Department Math Test/Math Placement Test (DMT/MPT)
- eCore Mid-Term and Final Exams

- Georgia Constitution
- Georgia History
- Pinpoint
- Proctored Make-Up Tests for MGSC Students
- Proctored Tests for Other Institutions
- Proctored Test for Students with Disabilities
- Respiratory Entrance Exam (REE)
- SAT (National Test)
- U.S Constitution
- U.S. History
- WebBSIT Mid-Term and Final Exams
- Test of Essential Academic Skills (TEAS)
- Federal Aviation Administration (FAA) Specialized Tests (Eastman campus only)

Veterans Affairs

The Veterans Certification Office located in the Office of the Registrar assists students with processing of United States Department of Veterans Affairs (VA) forms required for educational benefits. This office also certifies student enrollment to the VA so that students can recieve their benefits. Designated individuals at the Warner Robins, Cochran, Eastman, and Dublin campuses also provide assistance to Veterans.

The Student Veterans Association (SVA) raises awareness of student Veteran issues, facilitates the dissemination of information to Veterans, provides a social and support structure to help Veterans adjust to and become more successful in civilian and college life, promotes community service and volunteerism, and organizes projects and events pertaining to Veterans and their specific needs or issues.

Sources (In Order of Appearance)

- MGSC Admissions
- BOR Policy Manual 4.2
- Assessment and Care Team
- MGSC Bookstore
- National Association of College Stores
- Georgia Association of College Stores
- Connect2One
- MGSC Bursar's Office
- MGSC Public Safety
- MGSC Career Services
- MGSC Office of Student Life
- National Junior College Athletic Association
- MGSC Athletics
- MGSC Conflict Resolution (CR)
- MGSC Counseling Center
- MGSC Dining Services
- MGSC Disability Services
- MGSC Financial Aid
- MGSC Health Services
- MGSC Twitter
- MGSC Facebook
- MGSC Orientation
- MGSC Registrar
- MGSC Residence Life
- MGSC Recreation and Wellness
- MGSC SGA
- MGSC Student Media
- MGSC Testing Services
- Veterans Certification Office
- Academic Resource Center
- Adult Learners
- Business Tutoring Schedule

- Enrollment Services VIP
- History Tutoring Schedule
- IT Tutoring Schedule
- Prospective Athletes Form
- Residence Life - Things to Bring
- Residence Life Viewbook
- SWORDS User Login

CS 3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

In accordance with the Records Retention Policies of the University System of Georgia (USG) Board of Regents (BOR) and under the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, Middle Georgia State College (MGSC) maintains educational records for each matriculating student. The security of these records is supported by the College's information security policies, plans, and practices. As required under the Gramm-Leach-Bliley Act of 1999, the College enacts policies to protect student and financial information from foreseeable threats in security and data integrity. MGSC maintains a secure computer database system that allows for the monitoring of academic progress. FERPA protects the privacy of educational records, establishes the rights of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data. This act is described on the Office of Registrar's Annual FERPA Notification web page and in the *MGSC Student Handbook*.

Electronic Student Records

Secure practices are governed by the Appropriate Use Policy for Information Technology Resources. Development and implementation of security controls are supported by additional policies and procedures such as the Antivirus Policy, Campus Downloading Policy, Firewall Policy, Linux Policy, Password Policy, Software Evaluation Policy, and the Vulnerability Assessment Policy. Incidents related to threats or breaches in security are managed according to the Incident Response Procedures.

The Office of Technology Resources provides and maintains information systems and databases in support of the processes and data of the Offices of Admissions, Financial Aid, Registrar, Residence Life, Human Resources, Bursar's Office, and Counseling Center/Disability Services, etc. These systems include the Banner Student Information System and Banner's student, admissions, financial aid, billing, accounts receivable, and degree audit and advising modules. Also supported are the NOLIJ document imaging system, Blackboard Student Identification card system and the Blackboard Connect emergency notification system, and the BOSSCARS parking management system. The Desire2Learn course management system is maintained at the USG Information Technology Services and follows the record retention policies of the BOR. The PeopleSoft Financials, ADP Human Resource Management System, and the connecting network and desktop systems are also supported.

Student, faculty, and staff self-service access to these systems is provided by account provisioning processes utilizing credentialed access and secure transmissions. Student Web Organized Records & Data System (SWORDS) account privileges for faculty and staff are based on the employee member's academic and/or administrative roles and are authorized through the automated account activation process in Banner. Banner Graphical User Interface (GUI) employee administrative access privileges are also based on the employee's administrative and/or academic roles and are authorized using the Banner Account Request form and approval process. Both of these access privilege provisioning processes require documented acknowledgment of FERPA and College policies and practices.

Physical servers are stored in a secure and equipped data center. Data backup and archiving are performed at regular intervals as defined by standard operating procedures using secure transmission and storage of media in both online and offline modes. An Uninterruptable Power Supply (UPS) and a gas powered generator are installed and are used in the event of a loss of power.

Passwords must be changed every 180 days.

Paper Records in the Academic Schools

All academic records housed in the individual academic schools are secured either in locked file cabinets in the office area or in file cabinets in a locked room in the office area. The secretary, the dean, and/or chair have a key.

Academic Testing Services

The security of testing records is described in *Academic Testing Services Policies and Procedures Manual*. These procedures include the following:

- Tests/exams are kept in a secure area prior to use.
- Students are not permitted in the test storage area at any time.
- The test storage area is kept locked and is not left open or unattended during the day.
- An annual inventory of all printed tests/exams is conducted.
- Tests/exams that are no longer valid are either stored in archive status, destroyed, or returned to the provider.
- Student test/exam information on printed result sheets is kept in the test storage area file cabinets until no longer needed. All student records are locked in filing cabinets with only professional staff having access.

The Office of the Bursar

The Office of the Bursar maintains the majority of student financial records in electronic form in the Banner Student Information System and PeopleSoft Financial Systems. The Office of the Bursar collects electronic records using the NOLIJ document imaging system in specific cases in which these records are required to prove due diligence on the part of the College for debt collection. The College uses the Higher One, Inc. integrated financial aid disbursement service to provide refunds to eligible students. A secure file transfer protocol (FTP) is used to send information related to the student disbursement to Higher One. The specific disbursement amounts are recorded and stored in the Banner Student Information System. Access to student records, electronic or otherwise, is restricted to those employees who have a direct need based on job responsibilities.

Counseling Center & Office of Disability Services

The Counseling Center and The Office of Disability Services maintain offices on the Macon and Cochran Campuses. Auxiliary services are provided on the Eastman, Dublin, and Warner Robins campuses. The hard-copy records of the Counseling Center and the Office of Disability Services are maintained in locked file cabinets in a locked room on either the Macon or the Cochran campus. Electronic records related to disability accommodations are stored in the Student Accommodations Manager (SAM) database. Access to the SAM database is password protected and restricted to the professional staff of the Office of Disability Services. Electronic records related to personal counseling are stored in the Titanium software on a private server for the College. Software is also password protected and restricted to professional Counseling Center staff. Only the director, licensed professional counselor, and administrative assistant handle or have access to client records.

Student employees are informed of the confidential nature of client information and agree not to disclose names of students, staff, or faculty they may recognize in the office. Disclosure of information to third parties, outside of College personnel acting in their official capacity, is restricted to cases in which a signed release by student clients is received, as outlined by FERPA and Health Insurance Portability and Accountability Act (HIPAA) regulations. All client information is destroyed after seven years.

The Counseling Center is organized to ensure privacy, security and confidentiality of counseling and disability records at all times. All staff, professional and administrative, are instructed about confidentiality in their initial training. All students seeking counseling or disability accommodations must sign a Counseling Center Intake Form that includes information about the confidentiality of their information. A comparable intake form is used by the Office of Disability Services. Requests for student information/records from those outside the Counseling Center and the Office of Disability Services are handled in accordance with HIPAA regulations. Individual release statements are required for each request for records.

Office of Financial Aid

The Office of Financial Aid stores hard-copy records in a locked storage room. Access is authorized based on job responsibilities. Electronic records are collected and stored in the NOLIJ Document Imaging System and uploaded to the Banner Student Information System as needed. The NOLIJ and Banner systems are password protected and accessible only by financial aid staff based on job responsibilities.

Health Clinic

The Health Clinic has several measures in place to safeguard patient privacy and confidentiality. All student employees of the Health Clinic must sign a Health Clinic Confidentiality Agreement Form. Periodic training sessions on HIPAA/FERPA reinforce to the staff the importance of each patient's privacy and the confidentiality of patient information. Charts (patient paper files) are kept inside a file storage room in locked cabinets. The file storage room is kept locked when not in use by the nurse practitioner. Before being seen at the Health Clinic, students must present a MGSC Student I.D. Card and verify their name and date of birth. Current enrollment is verified in Banner. Patients are advised of their rights regarding their confidential information via a Consent for Treatment document. Patients are also notified of the HIPAA Notice of Privacy Practices of the Health Clinic. All requests for information disclosure are verified to make sure that the person requesting the information is the patient.

Human Resources

Records of all active student employees are stored in a secure file storage room in the Office of Human Resources. Records of inactive student employees are stored in the College's secure file storage room. Access to these records is limited to Human Resources staff based on job responsibilities.

Institutional Research and Planning

The Office of Institutional Research and Planning is designated as the official external data reporting office for the institution. Staff members in the office are trained in confidentiality of records. While the office has access to individual student record data, student identification is protected by staff members who have knowledge of acceptable methods to evaluate and, if necessary, redact information from reports and data requests before it is released for publication.

Middle Georgia State College Police Department

All hard copy records maintained by the MGSC Police Department are maintained in lock-secured fire vaults. Only the Chief of Police and designated command staff members have access to the vaults. Additionally, the police department maintains electronic records via the Automated Records Management Systems (ARMS) database. ARMS is password protected and does not interact with the Banner Student Information System. Police personnel use the ARMS database to manage incident, accident, and complaint reports. The Chief of Police provides staff members with access to ARMS based on their individual job responsibilities. With the exception of juvenile reports (involving persons under the age of 17) and reports that are under investigation, police department reports fall under the Georgia Open Records Act and may be obtained through official requests. Sexual assault reports that have names, addresses, or other identifying information are redacted before release. The police department also maintains parking records including registration of automobiles and payment of citations in the BOSSCARS parking management database. The BOSSCARS database uses Banner as its operating platform. The Chief of Police assigns BOSSCARS access to police department personnel based on individual job responsibilities. Traffic accident records and reports maintained by the police department are stored and managed through the Georgia Electronic Accident Reporting System (GEARS). GEARS software is owned by Appriss, Incorporated and the Georgia Department of Transportation. Authorized users of the system are issued access to the database after approval from a member of the command staff and verification by the Georgia DOT.

Office of the Registrar

Official electronic academic records are contained in the Banner Student Information System. Banner records are accessed by official personnel using an assigned username and password. Hard copy records obtained prior to the implementation of Banner (legacy records) are stored in locked rooms in the Office of the Registrar on the Macon and Cochran campuses. Legacy records on the Macon campus were converted to microfiche and compact disc with copies stored in the vault located in the Macon campus Administration Building/Business Office and are secured in a safety deposit box at SunTrust Bank. Legacy records at the Cochran campus are being scanned into document imaging systems.

Access to all academic records, electronic and legacy, is granted to authorized personnel only and is restricted based on professional responsibility. The Office of the Registrar will not release "non directory" information related to a student's academic record without the prior authorization from the student. Students may restrict the disclosure of "Directory Information" by completing the Directory Information Release Block Request form. The student must complete the form in person in the Office of the Registrar, and a photo I.D. must be provided. If a student elects to restrict disclosure, no information will be released unless specifically authorized in writing by the student to the Office of the Registrar.

In order to assist students, a FERPA FAQ page is posted on the Office of the Registrar's website, as well as the Annual FERPA Notification.

Office of Residence Life

Student records in the Office of Residence Life are maintained in locked file cabinets in locked rooms when not in use. Only authorized personnel have keys and all staff members have successfully completed background checks. The Office of Residence Life requires professional and student staff to participate in FERPA/confidentiality training. In addition, each staff member must sign a FERPA and Confidentiality Notification document.

Office of Student Affairs

Student record security and maintenance is an integral function of the Office of Student Affairs, which is guided by the Family Educational Rights and Privacy Act (FERPA). All conduct files are secured in locked file cabinets, to which only the Vice President for Student Affairs, Assistant Vice President for Student Affairs and the Administrative Assistant have keys. An Excel spreadsheet is the manner by which cases are tracked. The password protected
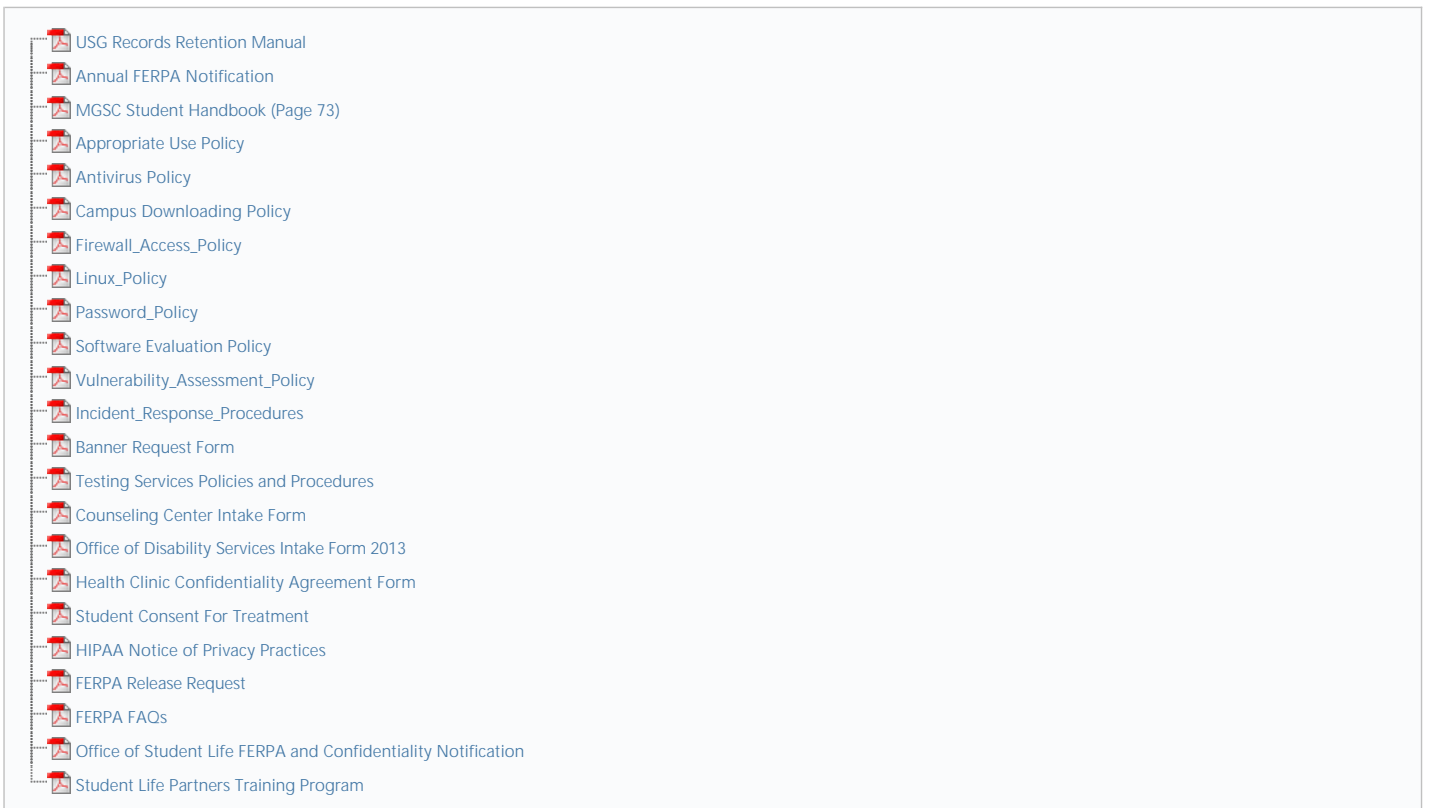
spreadsheet is saved in a shared file to which only the Vice President for Student Affairs, Assistant Vice President for Student Affairs, Director of Residence Life, and Administrative Assistant have access. Students may also complete FERPA Waivers authorizing the release of more general information via the Office of Student Life FERPA and Confidentiality Notification.

All student employees of the Offices of Students Affairs (Counseling Center, Office of Disability Services, Recreation and Wellness Program) are required to sign a FERPA notification. These completed forms are kept on file in the respective offices. Additionally, the Office of Student Life offers student employees the "Partners" training program each semester. During the program, the importance of confidentiality and sensitivity regarding student information is discussed in depth.

Auxiliary Services

Auxiliary Services maintains the MGSC Student Identification Card system. Student data is collected and stored on the BlackBoard transaction system for interaction with Banner. Access is restricted to those employees who have a direct need based on job responsibilities. Student Identification Numbers (MGSCID#s) printed on the ID Card are randomly assigned; no social security numbers or other sensitive information is printed on the card.

Sources (In Order of Appearance)

- USG Records Retention Manual
- Annual FERPA Notification
- MGSC Student Handbook (Page 73)
- Appropriate Use Policy
- Antivirus Policy
- Campus Downloading Policy
- Firewall_Access_Policy
- Linux_Policy
- Password_Policy
- Software Evaluation Policy
- Vulnerability_Assessment_Policy
- Incident_Response_Procedures
- Banner Request Form
- Testing Services Policies and Procedures
- Counseling Center Intake Form
- Office of Disability Services Intake Form 2013
- Health Clinic Confidentiality Agreement Form
- Student Consent For Treatment
- HIPAA Notice of Privacy Practices
- FERPA Release Request
- FERPA FAQs
- Office of Student Life FERPA and Confidentiality Notification
- Student Life Partners Training Program

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. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this federal requirement.

Middle Georgia State College (MGSC) has in place effective, properly administered, and well-publicized procedures for addressing and resolving written student complaints. These procedures are described in several college publications and web pages as described below.

MGSC Student Complaint Policy is found in the *MGSC Student Handbook* which is posted on the College's website. This policy provides direction for students with academic, non-academic, and general complaints. Additionally, *MGSC's Administrative Policies and Procedures Manual*, which is posted on the College's website, contains a complaint policy for faculty and staff. This policy outlines the steps for resolving student complaints, establishes responsibilities for investigating complaints, and requires that a complaint log be maintained.

Evidence of the implementation of this policy is found in the log of academic complaints, log of non-academic complaints, and two redacted written complaints (Example Redacted Academic Complaint, Example Redacted Non-Academic Complaint).

All student complaints are investigated in a manner that protects confidentiality of the parties and the facts of the case to the extent allowed by the institution, the Board of Regents, the Georgia Open Records Act, and the Family Educational Rights and Privacy Act (FERPA).

Sources (In Order of Appearance)

- MGSC Student Handbook (Page 76)
- MGSC Office of Student Life
- MGSC Administrative Policies and Procedures Manual (Page 3)
- MGSC Faculty and Staff
- Student Petitions log
- Student Complaint - Non-academic Log
- Academic Student Complaint redacted form
- Student Complaint - Redacted non-academic example

CR 2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

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

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☒ Compliance　　☐ Partial Compliance　　☐ Non-Compliance　　☐ Not Applicable

Narrative

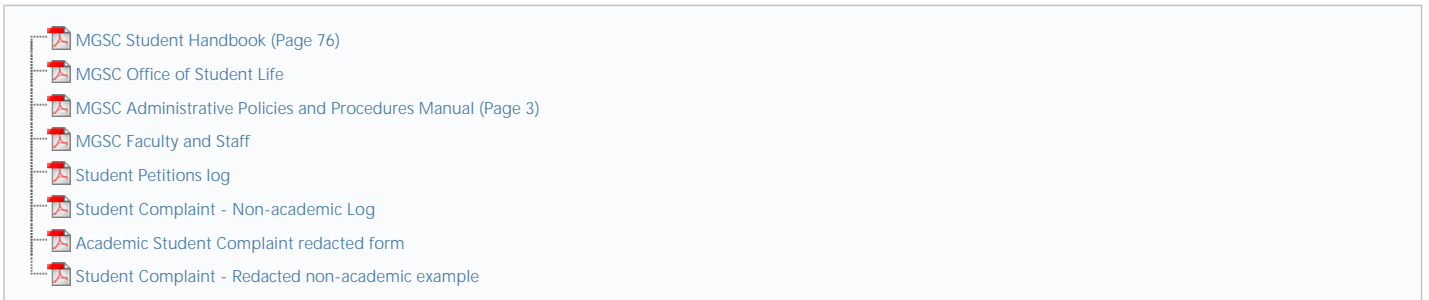Middle Georgia State College is in compliance with this core requirement.

State funds are allocated to Middle Georgia State College (MGSC) as part of the overall general appropriation to the University System of Georgia (USG). As Georgia's revenues have decreased in recent years, institutions have endured substantial cuts in state funding, yet the consolidating institutions, Macon State College (MSC) and Middle Georgia College (MGC), adapted and thrived. State Appropriations to the consolidating institutions decreased by 19% ($8.04 million) from a peak of $42,108,949 in Fiscal Year 2009 to $34,065,820 in the Fiscal Year 2014 original budget. This decrease was partially offset by a 12% increase in tuition revenue during the same period due to Board of Regents (BOR) approved tuition increases. Even with the tuition increases, tuition levels remain affordable and reasonable when compared to those at comparable institutions in other states.

In addition to state appropriations and tuition revenue, MGSC relies on an array of diverse financial resources to meet their financial needs, including Auxiliary Enterprises, endowments, gifts, sponsored operations, capital funding, and student fees.

Auxiliary Enterprises for MGSC consists of bookstore operations (one store on each of the five campuses), contracted food services, student housing, intercollegiate athletics, parking, card services, student health services, and vending. These self-supporting units are provided as a service to students, faculty, and staff.   Through the years, Auxiliary Enterprises at the two consolidating institutions built up a reserve fund of over $9 million that can be used by MGSC to subsidize shortfalls in other areas if needed.

The Office of Development and Alumni Affairs of MGSC seeks philanthropic support through fundraising events, the annual campaign, and individual solicitations of major and planned gifts. In calendar year 2012, the Development Offices of the individual institutions raised $871,236. Through June 30 of calendar year 2013, the consolidated philanthropic foundation raised $689,682. With the consolidation of the MSC and MGC foundations in the fall of 2012, the endowments held by the new philanthropic foundation of MGSC total over $7.9 million. The new philanthropic foundation of MGSC continues with the past tradition of the MSC and MGC foundations to provide student scholarships, faculty development funds, library resources, and faculty salaries.

Sponsored operations at the two institutions totaled $21,086,574 in Fiscal Year 2013 and is budgeted for $27,212,453 for the consolidated institution in Fiscal Year 2014.

MGSC charges several mandatory student fees:

- The Institutional Fee was established by the BOR to help offset State Budget reductions and will result in revenue of approximately $4,075,000 in Fiscal Year 2014.
- Technology fees are used to provide students with technology related tools including software packages, specialized computers and printers, and infrastructure. Technology fee revenue is estimated at $1,214,000 in Fiscal Year 2014.
- Student Activity Fees, including the Recreation and Wellness Fee, is budgeted for Fiscal Year 2014 at approximately $2.2 million. These funds are used to support extracurricular and co-curricular life on the five campuses including all student life programs, events, organizations, services, and facilities.

- The Athletic Fee supports intercollegiate athletics for the college and is budgeted at $1.08 million for Fiscal Year 2014.

The recent Annual Financial Report (AFR) and Georgia Department of Audits and Accounts (GDAA) engagement confirms the financial stability of MGSC. Although MGSC operated with two separate budgets during Fiscal Year 2013, a consolidated AFR was prepared, and the GDAA conducted a Full Management Disclosure Report (FMDR) review for Fiscal Year 2013 which will be available in late October 2013. Consolidated unrestricted net assets, exclusive of Plant assets and Plant-related debt, as of June 30, 2013 was $16,058,371. The Statement of Unrestricted Net Position, Exclusive of Plant is included as evidence.

Projected Revenues, Expenditures, and Cash Flow – First Year Budget

The effective date of the consolidation in early January, 2013 fell in the middle of the fiscal year. Although many aspects of the consolidation went into effect at that time, the consolidating institutions maintained separate accounting/budget systems for the fiscal year, and each operated within the resources of its approved Fiscal Year 2013 budget. However, the consolidated institution, MGSC, provided one AFR to the USG and received one audit/review from the State Department of Audits for Fiscal Year 2013. Budget management was centrally coordinated during Fiscal Year 2013 to ensure the needs of MGSC were met. The Fiscal Year 2014 budget for MGSC took effect July 1, 2013.

Likewise, the US Department of Education (USDOE) continued with separate financial aid allocations to MSC and MGC for the first six months of the consolidation since the date was the middle of its budget year. Fiscal Year 2014, beginning July 1, 2013, is the first year of a consolidated budget for MGSC from both the USG and the USDOE.

Although the two consolidating institutions maintained separate budget and accounting systems for Fiscal Year 2013, Exhibit 2.11.1 shows the Original Budget and the actual revenue and expenses on a consolidated basis. Likewise, the consolidated Fiscal Year 2014 original budget is shown.

Exhibit 2.11.1 - Fiscal Year 2013 Budget to Actuals and Fiscal Year 2014 Budget

Fiscal Year 2013 Budget to Actuals and Fiscal Year 2014 Budget					
Revenue:	**Comparison of Budget to Actuals**				**Fiscal Year 2014**
	Fiscal Year 2013 Original Budget	Fiscal Year 2013 Actuals	Difference		Original Budget - MGSC
State Appropriations	33,731,744	32,098,066	(1,633,678)		34,065,820
Special Funding Init.	-	164,971	164,971		176,250
Student Tuition & Fees	30,635,424	27,692,220	(2,943,204)		25,453,585
Other General	679,000	104,025	(574,975)		5,895,600
Indirect Cost Recovery	189,443	70,012	(119,431)		152,540
Technology Fee	981,292	885,595	(95,697)		1,214,000
Sponsored Operations	25,338,337	21,335,430	(4,002,907)		28,386,068
Dept Sales and Svcs	142,500	556,694	414,194		322,365
Auxiliary Enterprises	17,998,771	16,067,131	(1,931,640)		16,663,734
Total Revenue	$ 109,696,511	$ 98,974,145	$ (10,722,366)		$ 112,329,962
Expenditures:					
Instruction	32,996,055	32,605,000	(391,055)		34,457,877
Research	-	218,227	218,227		209,985
Public Service	84,647	376,650	292,003		263,992
Academic Support	4,778,463	4,619,756	(158,707)		5,533,933
Student Services	5,065,103	4,520,132	(544,971)		4,685,173
Institutional Support	8,985,987	9,195,652	209,665		9,681,423
Opns & Maint of Plant	8,836,436	9,264,110	427,674		9,084,370
Sponsored Operations	25,338,337	21,086,574	(4,251,763)		27,212,453
Auxiliary Enterprises	17,998,771	16,244,115	(1,754,656)		16,663,734
Other	5,612,712	99,315	(5,513,397)		4,537,022
Total Expenditures	$ 109,696,511	$ 98,229,531	$ (11,466,980)		$ 112,329,962
Change in Net Position	$ -	$ 744,614	$ 744,614		$ -
Actuals from MGSC FY2013 Budget to Actuals Report (Georgia Budgetary Basis)					

Source: Office of Fiscal Affairs

As shown in Exhibit 2.11.1, the actual Fiscal Year 2013 revenue was over $10Million under budget due to cuts in State Appropriations, declining enrollment, and overestimation of Sponsored Operations and Auxiliary revenues. However, MGSC still ended the year with an increase in net position. As evidenced by this budget adjustment, as well as the decrease in State Appropriations since Fiscal Year 2009, MGSC is a flexible organization with the ability to adapt to the economic realities it faces.

The Fiscal year 2014 budget reflects an increase in State Appropriations and a 2.5% increase in Tuition Revenue. These increases, along with administrative savings due to the consolidation, will assist MGSC in meeting its needs. Contingency plans are in place should revenue not materialize as projected and include tapping Auxiliary Reserves as well as reducing expenditures in the areas of travel and operating expenses, especially IT purchases. If necessary, additional steps such as a reduction in force can be used, and additional cost saving measures can be employed to reduce utility costs.

The capital projects budget is submitted annually by the President and is categorized as major repair and renovation (MRR), small capital projects over $1 million, major capital projects over $5 million, and public-private ventures (PPV). Projects currently approved for construction include an 82,499 square foot Recreation and Wellness Center on the Macon campus and a donor-funded Welcome Center also on the Macon campus. $3.8 million has been allocated by the USG for the renovation of Haynes Hall on the Cochran campus; however, a recently completed space utilization study has indicated that these funds could be put to better use renovating other academic buildings on the Cochran campus. USG Approval of this re-direction is pending. A 250 bed freshman residence hall for the Macon campus was previously approved by the BOR but was suspended indefinitely in July 2012. The USG's Fiscal Year 2015 Capital Budget Request to the Governor's Office of Planning and Budget is currently being developed and includes a $2 million request for funds to replace 5 to 6 planes in the fleet and other needed Aviation equipment.

Both MSC and MGC have historically maintained balanced budgets in accordance with state and USG regulations as demonstrated by their financial reports. The practice of maintaining a balanced budget, adequate cash reserves, and a positive net asset balance all indicate that MGSC's fiscal management will be sound and that the institution has the financial resources to carry out its programs and services in accordance with strategic objectives.

As a USG institution, MGSC utilizes the USG's Information Technology Services (ITS) to host its instance of the PeopleSoft accounting system. The ITS assisted with the consolidation to ensure compliance with the state of Georgia's accounting policies as well as Governmental Accounting Standards Board (GASB) standards. The budget-checking functionality of the PeopleSoft system precludes over-expenditure of budgeted funds and will assist the College in maintaining a balanced budget.

Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, sales and services of educational departments, Auxiliary Enterprises and other general revenue sources. These resources are used for transactions relating to the educational and general operations of the College, and may be used to meet current expenses for those purposes, except for unexpended state appropriations (surplus) which must be returned to the USG for remittance to the Office of the State Treasurer. These resources also include Auxiliary Enterprises which are substantially self-supporting activities that provide services for students, faculty, and staff.

MGSC has four public-private venture (PPV) financed projects on its campuses, two projects on the Macon Campus, one on the Cochran campus, and one with buildings on both the Cochran and Eastman campuses. The first PPV project was for $26,850,000 in 2005 to construct Gateway, Anderson, and Harris Residence Halls on the Cochran campus with a total of 704 beds. The second PPV project was in 2008 for $36,340,000 to build 688 additional beds in Regents and Warrior Halls on the Cochran campus and Aviation Hall on the Eastman campus. The lease payments for both projects are generated by the room rental proceeds, and the debt will retire in 2036 for the 2005 series and 2038 for the 2008 issue. A 2011 PPV for $12,335,000 was utilized to purchase approximately 250 acres of land bordering the Macon campus including a privately operated student apartment complex with 336 beds. The lease payments are generated by room rentals, and the debt will retire in 2040. A December 2012 PPV for $24,339,409 is supporting the construction of the 82,499 square foot Recreation and Wellness Center on the Macon campus. The lease payments are generated by a wellness and recreation fee paid by students on the Macon campus, and the debt will retire in July 2042.

The bond trustees hold Debt Service Reserves and Repair & Replacement Reserves in excess of $7 million for the PPVs. Additionally, auxiliary reserves of approximately $9 million were available on June 30, 2013 to support these PPVs if needed.

Operational, Management, and Physical Resources

MGSC maintains a strong financial base and demonstrates financial stability and strong fiscal leadership. Business and financial functions of MGSC are centralized under the Vice President for Fiscal Affairs who reports directly to the President. The Vice President has responsibility for all fiscal and physical assets as well as the development and administration of the budget and leads a team of experienced professionals who oversee the planning and management of College finances, budgeting, and accounting. These components ensure that the College's resources are sufficient to support the mission, programs, and services of MGSC.

MGSC has adequate space and resources, including network infrastructure, available to serve the current programs of the College at the five campuses and one instructional center for the next several years (MGSC 2013 Facilities Condition Report and MGSC 2013 Physical Resources Inventory).

In 2010, HKS, Inc. updated the master plan for the Macon and Warner Robins campuses of MSC. Their study found

that the Macon and Warner Robins Campuses have sufficient space to house the current associate and bachelor degree offerings; however, two distinct needs were identified. As the College further develops residential facilities, additional space for recreation, student gathering areas, and merchandising will be needed to support the program. Some of these needs will be met when the wellness and recreation center is complete on the Macon campus. This building will add 82,499 square feet of recreation space and gathering areas. The building is expected to be complete in March 2014. The second need identified was in the area of lab space. The lab space for health sciences and natural sciences is at capacity. An increase in enrollment in these programs will require additional lab space (MSC Master Plan – Chapter 2).

In 2002 MGC hired an independent consulting firm to prepare a Master Plan for the Cochran and Dublin campuses. The recommendations of the consultant were based on the guidelines of the Council of Educational Facility Planners International (CEFPI) and covered classroom, laboratory, library, office, student services, storage, and a variety of specialized space categories. As part of their assessment, they established 2002 as the baseline for their study and made projections on the adequacy of the physical resources, facilities, and equipment to meet instructional needs, based on full-time student headcount estimate, for 2007, 2012, and 2017. In their report, they stated that the institution had adequate physical resources, facilities, and equipment on the Cochran Campus to meet current enrollment but would need to increase the square footage of its laboratories and provide additional beds to meet enrollment projections for 2012 (MGC Enrollment Projections). Since the 2002 study, the College has added 482 beds for a total of 1,349 beds. The College currently houses 804 students on the Cochran campus. After subtracting private rooms and faculty-occupied rooms, Cochran has 403 vacant beds. Also since the 2002 report, the campus has added 10,880 square feet of laboratory space which exceeds the projected needs for the current full-time student body. In addition, the College is studying renovation of several campus spaces.

The Fall 2013 student headcount for the Cochran campus is approximately 1,880. During the past four years, the enrollment at the Cochran campus has declined approximately 27%. Based on current growth projections, the College has adequate physical resources, facilities, and equipment to meet its future instructional needs.

The number of students taking at least one course at the Dublin Campus in Fall 2013 is approximately 700. Based on current student projections for the Dublin region, the campus has adequate capacity to meet its future instructional needs (Dublin Space Projections).

The Aviation Campus of the Heart of Georgia Technical College in Eastman merged with MGC in 2006 and does not have a campus master plan. The current Fall 2013 enrollment is 441 students and Aviation Hall on the Eastman campus houses 129 students. The campus recently completed a renovation project that added one large laboratory for aircraft maintenance technology, four classrooms, and 14 T-Hangers for plane storage. The Director of the Eastman Campus recently completed a space utilization study and found that the campus has an enrollment capacity of 899 students. Based on enrollment trends, the campus has adequate space to meet current and future instructional needs (Space Utilization at the Aviation Campus in Eastman - August 2012).

As part of the consolidation process, MGSC will develop a new Master Plan that incorporates the five separate campuses into a single plan. Funding requests will be submitted in December 2013 to the BOR as part of the institutional budget request process for inclusion in the Fiscal 2015 budget. The USG recently completed a system-wide space utilization study for each of its institutions. The results of this study will be incorporated into the master planning process.

Impact of Change on Funding Available for Existing Program and Services

Significant savings have been realized as a result of the consolidation due to elimination of duplicate services and positions. These savings, estimated at $1.3 million for Fiscal Year 2014, are being redirected towards existing programs and services as well as towards new initiatives. The costs to consolidate were absorbed by the two institutions in Fiscal Year 2013 so that subsequent years' savings are available for programs and services.

The Chancellor of the USG has stressed that savings will remain available to the institutions with no correlating reduction in funding.

Sources (In Order of Appearance)

- Statement of Unrestricted Net Position Exclusive of Plan
- MGSC Facility Condition Report
- MGSC 2013 Physical Resources Inventory
- MSC Master Plan - Chapter 2
- MGC Enrollment Projections
- MGC Master Plan - Dublin Space Projections
- Space Utilization at the Aviation Campus in Eastman
- MGSC AFR FY2013

CR 2.11.2

Physical Resources

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

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this core requirement.

The consolidation of Middle Georgia College (MGC) and Macon State College (MSC) to create Middle Georgia State College (MGSC) resulted in a college with five campuses and an instructional site on the Robins Air Force Base. Sixty-one buildings totaling 2,106,037 gross square feet are spread over 743.5 acres. Approximately 400 acres of the total is undeveloped and available for future expansion. All of the buildings currently in use are considered in good to excellent condition. Two buildings on the Cochran campus are not currently being used. The total physical assets of MGSC are approximately $221 million. The impact of the institutional consolidation was largely additive in that all current campuses and facilities remained operational with some administrative reassignments and relocations of a few functions.

The consolidation of the Colleges not only combined physical assets to create a larger physical plant, but as administrative functions of the consolidated college were merged, some administrative space was re-directed to academic and academic support functions to better serve the students. This re-directed space allowed the new institution to leverage the strength of its physical plant to provide space and resources to serve not only the current educational programs, but also future expansion of programs of MGSC.

Likewise, the equipment inventories of both institutions were combined with little change in either inventory as a result of the consolidation. All classrooms on the Macon, Cochran, Dublin, Eastman, and Warner Robins campuses have the standard technology package. MGSC has a total of 65 classroom computer labs and 15 open computer labs.

The communications networks for MSC and MGC have been combined and enhanced. The Macon campus connection to Peachnet, the University System of Georgia's statewide communications network, is the main Peachnet connection to MGSC. The Cochran campus, Warner Robins campus, and the Robins Residence Center are connected to the Macon campus by fiber links. The Dublin and Eastman campuses are connected to the Cochran campus by fiber links. The Peachnet bandwidth is sufficient to support all of MGSC's campuses. Additionally, MGSC's Office of Technology Resources staff has extended the virtual Local Area Networks (VLAN) to fully integrate all campuses.

Description of Facilities on Each Campus

Brief summaries and assessments of the resources to support MGSC are presented below for each educational location. A detailed listing of the physical facilities and equipment to support MGSC can be found in the MGSC Facility Condition Report and MGSC Physical Resources Inventory, respectively. The geographic locations and distances of campuses and the instructional site from the Macon campus are displayed in Exhibit 2.11.2.

Exhibit 2.11.2 - Campus Locations
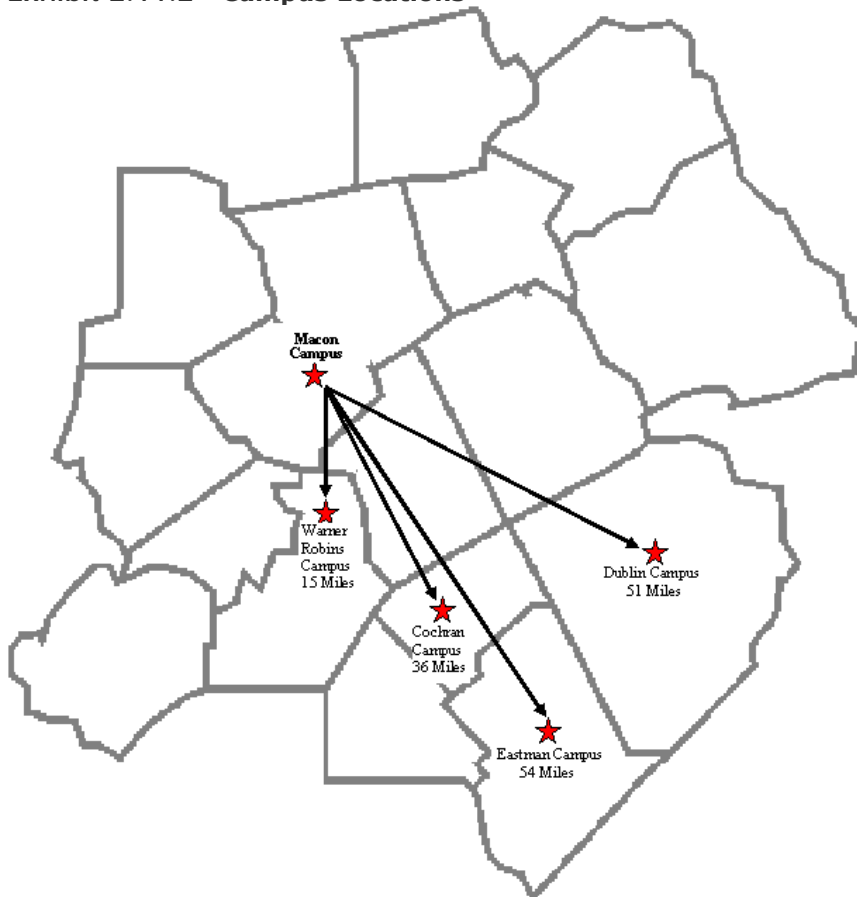
Source: Office of Advertising, Marketing, and Communications

The Macon campus has approximately 419 acres with 13 main buildings located in an area of approximately 80 acres. Approximately 339 acres of undeveloped land is available for future growth and expansion. The buildings on the Macon campus are relatively new and in very good condition with many of the buildings constructed or renovated extensively in the past 10 years (MGSC Facility Condition Report). The campus supports 20 computer classrooms, 9 natural sciences labs, 3 nursing and health sciences labs, and a dry lab for demonstration. The Arts Complex houses music classrooms, a music rehearsal hall, a theatre, and an art studio. The Humanities/Social Science Building provides classroom space for English, foreign language, communication, theatre, and humanities courses in addition to offices for the School of Liberal Arts and other administrative offices. The Academic Resource Center and Technical Assistance Center are located in the Library building. The Department of Mathematics is housed in the Mathematics Building. The building includes faculty offices, classrooms, and the Mathematics Academic Resource Center which is the tutoring center for Mathematics. The Charles H. Jones Building houses the health and natural sciences labs and classrooms for the history, political science, natural sciences, respiratory therapy programs, and the School of Health Sciences. The Professional Sciences and Conference Center provides classrooms and offices to support the School of Business and the School of Information Technology, as well as a banquet hall, a pre-function area, and meeting rooms. In the Fall of 2011 the Macon campus opened a signature three-story Education Building designed to grow its vitally important education degree programs in a high-tech environment. Housing both the School of Education and the Department of Psychology and Sociology, the space includes classrooms and office space, the Writing Center, and labs specially designed for future teachers.

In addition to these instructional and research spaces, the Student Life Center serves students, providing space for a game room, a bookstore, a cafeteria, and a Subway sandwich shop. The Student Life Center also houses the Counseling Center and Disability Services, the Career Center, the Testing Center, and Student Support Services. The Bursar's Office, the Registrar, Admissions, Financial Aid, and the offices of Student Affairs and Student Life are also found in the Student Life Center.

College Station, the College's 336 bed apartment style residence life community, is located across Ivey Drive from the main part of campus and consists of 8 additional buildings. These buildings provide apartments composed of 4 individual bedrooms and baths with a central shared living area and a full kitchen.

The campus technology infrastructure includes a 297 Mb bandwidth allocated from Peachnet (USG state-wide fiber network) and all indoor and outdoor spaces have wireless network access. The campus also maintains 196 security cameras tied to the campus network to increase student safety and security.

The Macon campus had a headcount of 4,217 for Fall 2013. Based on the 2010 Master Plan, the campus has sufficient capacity to provide instructional services for 6,600 students.   Enrollment beyond these estimates will limit the expansion of nursing, health sciences, and natural sciences due to a deficit of space for supporting laboratories (MSC Master Plan - Chapter 2).

Cochran Campus

The Cochran campus covers approximately 182 acres with the 30 primary buildings located in an area of approximately 60 acres. The remaining 122 acres are in woodlands and athletic/recreation facilities. According to the 2002 MGC Master Plan (MGC Space Projections), these buildings are in good condition. The campus supports 11 computer classrooms, 14 natural science labs, and 3 Nursing and Health Sciences labs in addition to 60 instructional classrooms. Dillard Hall is the math and sciences academic building and has physics, chemistry, and biology labs. Russell Hall is an academic classroom building for English, humanities, foreign language, and fine arts as well as home to the Peacock Art Gallery and a performing arts theatre. Walker Hall provides academic classrooms for social science, business, and aviation and a 350 seat auditorium. Whipple Hall provides classrooms and labs for the nursing program. The Wellness Center houses classrooms for physical education and additional classrooms for nursing. Academic classrooms are also available in the Athletic Training Facility, Memorial Hall, Morris Gymnasium, and Roberts Library.

The athletic and recreational facilities include the Wellness Center, Morris Gymnasium, Stuckey Baseball Field, Warrior Softball Field, NeSmith Soccer Stadium, an outdoor swimming pool, lighted tennis courts, intramural fields, and the Athletics Training Facility. Georgia Hall is home to the Student Center, the Student Activities office, the Dining Hall, Bookstore, Student Post Office, and the Food Court which offers A&W Root Beer and Sub Connection operations.

The residential facilities provide 1,349 beds with a range of housing options including residence halls with single suites sharing a bath, double occupancy suites sharing a bath, and residence hall apartments containing 4 bedrooms, 2 baths, and a living space (MGC Master Plan - Space Projections).

The campus technology infrastructure includes a 200 Mb fiber link and wireless network access to all residence halls, Sanford Café, Roberts Library, Georgia Hall, and the green space in front of Wiggs Hall, Walker Hall, and Peacock Hall.   The campus also maintains 343 security cameras tied to the campus network to increase student safety and security.

According to the 2002 MGC Master Plan, the Cochran campus has sufficient instructional space for current associate and bachelor degree offerings as well as capacity for substantial expansion into more bachelor degree programs (MGC Enrollment Projections).

Warner Robins Campus

The Warner Robins commuter campus covers approximately 72 acres with 2 acres of building space that houses all campus functions. The remaining 70 acres of undeveloped land are available for future growth and expansion. Based on the 2010 Master Plan Update (MSC Master Plan), all buildings are in good condition. In total, the campus has 9 computer classrooms, 2 natural science labs, and 2 nursing and health sciences labs. The Academic Services building has administrative and faculty offices, classrooms, a 10 bed Nursing lab, a Nursing Simulation Lab, an 80 seat multimedia lecture hall, and a student lounge/study area. Thomas Hall has classrooms with the latest technology, a Recreation and Wellness Center for students, and the Student Life Office. The most recent addition is Oak Hall, a multi-purpose building housing the bookstore, faculty offices, Academic Resource Center, and classrooms.

The campus technology infrastructure includes a 100 Mb Metro E circuit and all indoor and outdoor spaces have wireless network access. The campus also maintains 24 security cameras to increase student safety and security.

Facilities at the Warner Robins campus support the BS in Business Information Technology, Information Technology, and Early Childhood Education and ASN, AA, and AS degrees. The campus currently has a headcount of approximately 1,750 and has adequate classroom space to support 2,640 students (MSC Master Plan - Chapter 2).

Dublin Campus

The Dublin commuter campus covers approximately 49 acres and 3 acres of building space with the primary buildings housing all campus functions. The remaining 46 acres of undeveloped land are available for future growth and expansion. All buildings on the Dublin campus are in good condition. The Dublin Campus has a main building which provides classroom space, library, and computer labs. The original building of the campus has 15 academic classrooms, 5 labs, 13 offices, and a bookstore. The Dublin Annex building provides 8 classrooms, a lab for the nursing program, and a computer lab (Dublin Enrollment Projections).

The campus technology infrastructure includes a 20 Mb Metro-E 160 Mb fiber link and wireless network access in the library. Wireless access is also provided by the City of Dublin to the entire Dublin campus. The campus also

maintains 29 security cameras tied to the campus network to increase student safety and security.

The campus provides instruction leading to ASN, AA, and AS degrees. The Dublin campus has a Fall 2013 headcount of approximately 700 students. The Dublin campus Master Plan indicates adequate instructional capacity to accommodate 801 full-time equivalent students (MGC Master Plan - Dublin Space Projections).

Eastman Campus

The Eastman residential campus has 4 buildings located on approximately 21.5 acres with 5 acres of building space, devoted almost entirely to the aviation program. The remaining property is dedicated to parking lots and aviation support surfaces. All facilities at the Eastman campus are less than 13 years old and are in excellent condition. The campus is located adjacent to the Heart of Georgia Regional Airport. The primary academic building for the campus contains 39 offices, 35 classrooms, 11 teaching labs, 6 briefing rooms, a library, and 4 computer labs. The teaching labs contain a wide variety of aviation related training aides, including complete aircraft maintenance trainers that provide an excellent training environment for aircraft structural and maintenance technology courses. There are 5 hangars located in the main building for aircraft storage and maintenance. The campus has 16 fixed wing aircraft, 3 rotary wing aircraft, and 2 flight training devices for pilot training. A fourth rotary wing aircraft is on order and will increase the fleet to 20. Fourteen flight worthy aircraft are housed in a 14 unit T-Hanger building. The remaining operational aircraft are housed in the maintenance hangar as they undergo maintenance and repairs. The W.S. Stuckey Terminal building, located approximately a quarter mile from the primary campus building, is an active airport terminal/training facility. It houses state-of-the-art simulation equipment for the training of Air Traffic Controller candidates. This facility also houses an active air traffic control tower. The tower has 6 offices and 3 teaching labs.

The Eastman campus includes a 140 bed residence hall with 2 or 4 bedroom apartments containing a bathroom, kitchen, and living space.

The campus technology infrastructure includes two 20 Mb Metro-E fiber links and all buildings have wireless network access. The campus also maintains 52 security cameras tied to the campus network to increase student safety and security.

With the renovations and additions completed during the past year, the campus has expanded facilities to meet current and future program needs. An internal space utilization study (Eastman Space Utilization Study) completed in August 2012 revealed that the campus has the capacity for 899 students. With a Fall 2013 enrollment of 441 students, the campus has sufficient space to manage enrollment for several years before additional facilities will be required.

Robins Resident Center (Instructional Site)

The Robins Resident Center, located in building 905 on the Robins Air Force Base, has 3 classrooms with capacities of 18, 24, and 40 students, one 18 student computer classroom, and administrative offices. The condition of the Center is good and it is connected by a T-1 connection to the Macon Campus. The facility provides on-base instruction for associate level classes supporting the AS in Business Administration and currently serves 50 students with the ability to meet the educational needs of several hundred students.

Assessment of Adequacy of Physical Resources, Facilities, and Equipment

MGSC has adequate space and resources, including network infrastructure, available to serve the current and future planned programs of the College at the five campuses and one instructional center for the next several years.

In 2010, HKS, Inc. updated the master plan for the Macon and Warner Robins campuses of MSC. Their study found that the Macon and Warner Robins Campuses have sufficient space to house the current associate and bachelor degree offerings; however, two distinct needs were identified. As residential facilities are further developed, additional space for recreation, student gathering areas, and merchandising will be needed to support the program. Additionally, limited lab space will prohibit the addition of new natural sciences, health sciences, or additional nursing degrees or cohorts on both campuses (MSC Master Plan - Chapter 2).

In 2002 MGC hired an independent consulting firm to prepare a Master Plan for the Cochran and Dublin campuses. The recommendations of the consultant were based on the guidelines of the Council of Educational Facility Planners International (CEFPI) and covered classroom, laboratory, library, office, student services, storage, and a variety of specialized space categories. As part of their assessment, they established 2002 as the baseline for their study and made projections on the adequacy of the physical resources, facilities, and equipment to meet instructional needs, based on estimated full-time student headcount, for 2007, 2012, and 2017. In their report, they stated that the institution had adequate physical resources, facilities, and equipment on the Cochran Campus to meet current enrollment but would need to increase the square footage of its laboratories and provide additional beds to meet enrollment projections for 2012 (MGC Enrollment Projections). Since the 2002 study, the College has added 482 beds for a total of 1,349 beds. The College currently houses 804 students on the Cochran campus. After subtracting

private room and faculty-occupied rooms, Cochran has 403 available beds. Also since the 2002 report, the campus has added 10,880 square feet of laboratory space which exceeds the projected needs for the current full-time student body.
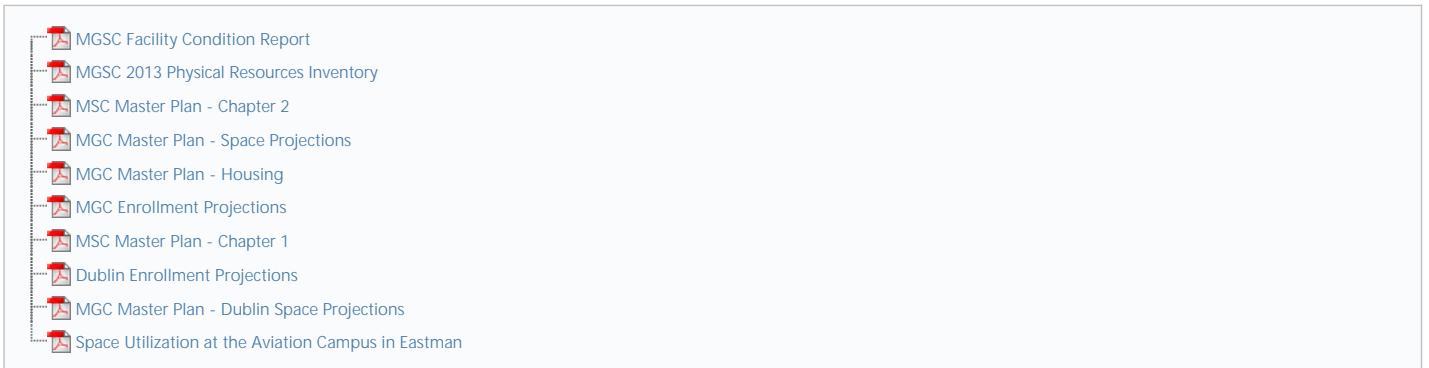
The number of students on the Cochran campus for fall 2013 is approximately 1880. During the past four years, the enrollment at the Cochran campus has declined approximately 27%. Based on current growth projections, the campus has adequate physical resources, facilities, and equipment to meet its future instructional needs.

The number of full-time students taking at least one course at the Dublin campus in Fall 2013 was approximately 700. Based on current student projections for the Dublin region, the campus has adequate capacity to meet its future instructional needs (Dublin Space Projections).

The Georgia Aviation and Technical College in Eastman merged with MGC July 1, 2007. The Eastman campus does not have a campus master plan. The current Fall 2013 enrollment is 441 with 129 students housed on the Eastman campus. During the past two years, the campus completed a renovation project that added a large laboratory for aircraft maintenance technology, 4 classrooms, and 14 T-Hangers for plane storage. The Director of the Eastman Campus completed a space utilization study in August 2012 and found that the campus has an enrollment capacity of 899 students. Based on enrollment trends, the campus has adequate space to meet current and future instructional needs (Space Utilization at the Aviation Campus in Eastman).

Since course and program offerings at each location of MGSC did not significantly change for the Spring 2013 semester or Fall 2013 semester, the College will not experience any impact on the physical resources, facilities, or equipment due to the consolidation. As MGSC considers expanding programs to new locations, these components will need to be considered. MGSC plans to develop a new Master Plan that incorporates the five separate campuses into a single plan. Funding requests to the BOR wiil be presented in December 2013 and will include a request for Master Plan funding. The USG has also recently completed a System-wide space utilization study for each of its institutions. The results of this study will be utilized by the USG as it develops a comprehensive master plan for the University System.

Sources (In Order of Appearance)

- MGSC Facility Condition Report
- MGSC 2013 Physical Resources Inventory
- MSC Master Plan - Chapter 2
- MGC Master Plan - Space Projections
- MGC Master Plan - Housing
- MGC Enrollment Projections
- MSC Master Plan - Chapter 1
- Dublin Enrollment Projections
- MGC Master Plan - Dublin Space Projections
- Space Utilization at the Aviation Campus in Eastman

CS 3.10.1

Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

Middle Georgia State College (MGSC) has a secure financial base as evidenced by the financial history of the two consolidating institutions as well as its strong and stable financial leadership. The principal documents that demonstrated financial stability were the annual engagements of both Macon State College (MSC) and Middle Georgia College (MGC) performed by the Georgia Department of Audits and Accounts in which they reviewed both colleges' Annual Financial Reports. The last three years of internally-prepared Annual Financial Reports (AFRs) for both institutions are included (MSC AFR FY2011, MGC AFR FY2011, MSC AFR FY2012. MGC AFR FY2012, and MGSC AFR 2013). The 2013 AFR is consolidated for MGSC, while separate AFRs for MSC and MGC for 2012 and 2011 are included. In addition to the mandatory state engagement, a staff of internal auditors from the University System of Georgia (USG) Office of Internal Audit periodically evaluated MSC and MGC's financial and procedural operations for soundness.

MGSC generates income from state appropriations, tuition and fees, and other sources such as auxiliary enterprises, grants, and endowments. State funds are allocated to MGSC as a part of the overall general appropriation to the USG. The funds are allocated based on a funding formula so that each institution receives an amount necessary for it to continue operations during the fiscal year.

MGSC ensures the accuracy and integrity of its financial data by following Generally Accepted Accounting Principles and standards established by the American Institute of Certified Public Accountants (AICPA), Governmental Accounting Standards Board (GASB), and National Association of College and University Business Officers (NACUBO). In addition, both MSC and MGC received satisfactory Full Disclosure Management Reports for 2012 from the State Department of Audits. The FY 2013 FDMR will be available in October 2013.

Exhibit 3.10.1.a demonstrates each institution's fiscal soundness over the past four fiscal years as well as the consolidated budget for Fiscal Year 2014. MGSC expects some variation in actual Revenue and Expenses from the Fiscal Year 2014 budget since enrollment is down for both Summer and Fall semesters; however expenses will be adjusted to match to the decline in revenue without jeopardizing operations. (Please note that the Non-Operating Revenue/Expense for MSC for FY2012 is significantly higher than other years due to the recording of the GSFIC-funded Teacher Education Building on the Macon campus.)

Exhibit 3.10.1.a: Summary Schedule of Change in Unrestricted Fund Balance

Year Ended - June 30th	Operating Revenue	Operating Expenses	Non-Operating Revenues/ (Expenses)	Net Assets Increase/ (Decrease)	Fund Balance
MSC-2010	$16,749,970	$53,213,593	$37,561,807	$1,098,184	$80,302,171
MGC-2010	$16,828,620	$41,459,410	$25,549,064	$918,274	$76,742,871
MSC–2011	$18,390,804	$55,774,577	$38,814,931	$1,431,158	$81,733,329
MGC–2011	$16,197,296	$43,299,888	$25,935,073	($1,167,519)	$75,575,352
MSC-2012	$20,441,525	$55,466,438	$54,452,515	$19,427,602	$101,160,931
MGC-2012	$16,807,714	$42,469,153	$21,682,142	($3,979,297)	$71,596,055
MGSC 2013 Per AFR	$37,193,297	$94,794,282	$52,055,521	($5,545,464)	$167,211,522
MGSC FY14 Budget	$49,549,284	$112,329,962	$62,780,678	$0	$167,211,522

Source: State of Georgia Department of Audit and Accounts reports for 2010 – 2012 (GAAP Basis) and MGSC AFR for 2013 (GAAP Basis) and MGSC Original Budget submission (Georgia Budgetary Basis) for 2014.

Unrestricted fund balances represent the difference between the total of unrestricted fund assets and unrestricted fund liabilities, (i.e., the net assets of the unrestricted fund). Unrestricted funds are not restricted by state statutes, ordinances, bond covenants, and/or policies which make them generally available for other uses. MGSC maintains unrestricted fund balances at a level that would be sufficient to provide a financial cushion in the event of unanticipated losses or reductions of revenue sources, sudden economic downturns, or natural disasters. The actual unrestricted fund balance is determined following the annual audit of revenues and expenditures each fiscal year, and is shown for three years in Exhibit 3.10.1.b. While the unrestricted fund balance has fluctuated over the past several years, the balance clearly reflects the financial stability of the consolidated institution.

Exhibit 3.10.1.b - Consolidated Unrestricted Fund Balance

	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year 2013
Unrestricted	$17,339,807	$15,053,595	$16,130,012

Source: MSC, MGC, and MGSC Annual Financial Reports

As a member of the USG, MGSC maintains comprehensive internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations in a timely manner. Additionally, these controls are monitored and tested by both the State Department of Audits and the USG Internal Audit staff on a periodic basis.

The fundraising history as well as the endowments of the Middle Georgia State College Foundation demonstrate a consistent commitment to the mission of this institution. In calendar year 2012, the Development Offices of the individual institutions raised $871,236. Through June 30 of calendar year 2013, the new Middle Georgia State College Foundation raised $689,682. The endowments held by the consolidated Foundation now total over $9.2 million (Source: The Office of Institutional Advancement).

Sources (In Order of Appearance)

- MSC AFR FY2011
- MGC AFR FY2011
- MSC AFR FY2012
- MGC AFR FY2012
- MGSC AFR FY2013
- AICPA - Welcome to the AICPA
- GASB
- NACUBO
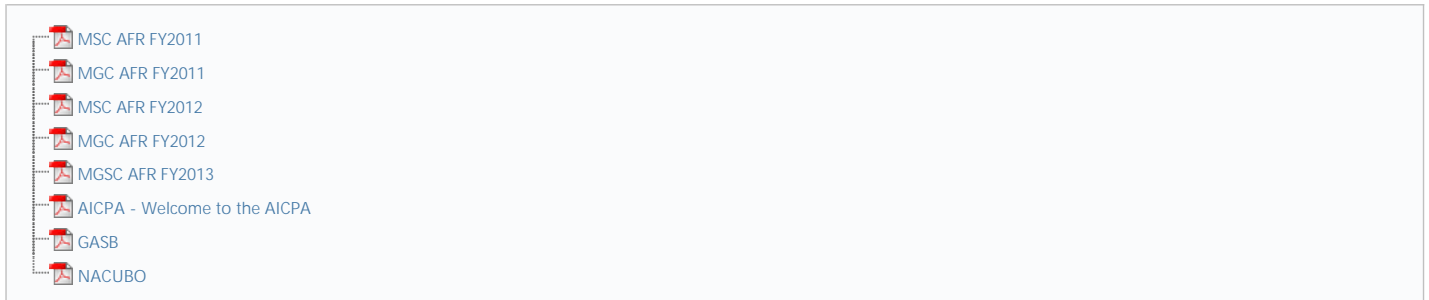
CS 3.10.3

Financial Resources: Control of Finances
The institution exercises appropriate control over all its financial resources.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Middle Georgia State College is in compliance with this core standard.

As a state entity, Middle Georgia State College (MGSC) is required by the Official Code of Georgia Annotated - 20-3-34 to operate on a fiscal year basis, be fiscally stable, and maintain a balanced budget. The University System of Georgia (USG) Offices of Fiscal Affairs and Internal Audit & Compliance are key components in controlling institutional finances and monitoring for compliance. The Board of Regents (BOR) Policy Manual Section 7.2 includes sections on finance and business covering topics such as budget, tuition and fees, funds management, and insurance. The BOR Policy Manual is supplemented by a detailed BOR Business Procedures Manual enumerating numerous processes to implement the Board's fiscal policies.

Each year the institution must complete an Annual Financial Report (AFR) as required by the BOR Business Procedures Manual Section 20.1. BOR Policy Manual Section 7.10.1 (State Audits) and Section 7.10.2 (Internal Audits) authorizes audits and reviews of the USG institutions. The completed AFR is sent to the USG Fiscal Affairs Office for review. Once the review is complete, the AFR is then sent to the State of Georgia Department of Audits for their engagement purposes. The result of this engagement is either an agreed upon procedures report, a full disclosure management report, or a complete audit. MGSC will receive a full disclosure management report for Fiscal Year 2013 which will be available in October 2013.

Prior to the creation of Middle Georgia State College in January 2013, Macon State College (MSC) and Middle Georgia College (MGC) operated as independent institutions. For Fiscal Year 2013, MGSC continued to operate with two separate budgets and accounting systems; however, MGSC prepared only one consolidated AFR and received one review by the State Department of Audits. The Fiscal Year 2013 Annual Financial Report and Georgia Department of Audits and Accounts engagements confirmed the College's financial stability. The results of the engagement will be available in October 2013. As of June 30, 2013, MGSC had net assets of $167,211,522. The unrestricted net assets were $16,130,012 at June 30, 2013.

The separate full disclosure management reports (FDMR) for Fiscal Year 2012 for Macon State (MSC FY2012 FDMR) and Middle Georgia College (MGC FY2012 FDMR) included no material weaknesses. MGSC's full disclosure management report (FDMR) for Fiscal Year 2013 will be available in October 2013 and is expected to include no material weaknesses.   These reports indicate that the institution exercises appropriate control over its financial resources, and the reports are provided in the supporting documentation The Annual Financial Report (MGSC 2013 Annual Financial Report) is also included in the supporting documentation.

As a member of the USG, MGSC maintains comprehensive internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations in a timely manner. Both the State Department of Audits and the BOR Internal Audit staff review and verify these internal controls on a periodic basis.
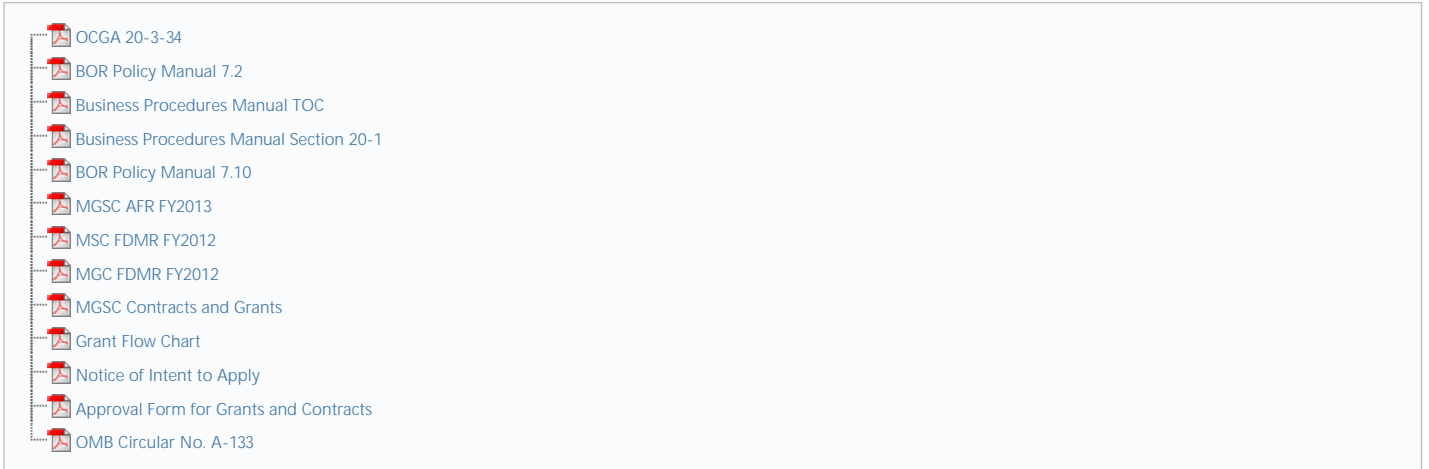
MGSC actively seeks and accepts external funding from federal, state, local, and private sources, contributing to the professional development of faculty and staff that is in conformity with the institution's stated purpose and mission. As a member institution in the USG, MGSC is bound by applicable state and federal statutes.

The Grants and Contracts Manager, who reports to the Controller in the Business Office, exercises adequate control and supervision of externally funded research and programs by assisting with preparation of proposals, obtaining appropriate approvals, processing submissions, and overseeing post-award financial administration. Grant policies and procedures are outlined on the College's website where faculty can download a grant proposal flow chart, a Notice of Intent to Apply Form, and a Proposal Approval Form.

The Principal Investigator/Project Director is primarily responsible for administration of the sponsored program; however, it is the Vice President for Fiscal Affairs who must approve the Principal Investigator/Project Director's actions and has ultimate administrative oversight responsibility. The Grants and Contracts Manager reviews pre-award costs, cost sharing, and expenditures for compliance with the project's regulations and guidelines and for appropriate project costing. All payroll, travel, and procurement expenditures are processed according to College procedures through the Grants and Contracts Manager in coordination with the Business Office personnel.

The Georgia Department of Audits and Accounts conducts an annual compliance audit for the USG, in accordance with OMB Circular No. A-133 for Audits of States, Local Governments, and Non Profit Organizations. The institution annually reports Federal Expenditures and Not-for-Profit Organization information to the Georgia Department of Audits and Accounts. External auditors have found no material weaknesses in the management of externally funded programs. Additionally, there have been no complaints from granting organizations of late, incomplete, or incorrect financial reports.

Sources (In Order of Appearance)

- OCGA 20-3-34
- BOR Policy Manual 7.2
- Business Procedures Manual TOC
- Business Procedures Manual Section 20-1
- BOR Policy Manual 7.10
- MGSC AFR FY2013
- MSC FDMR FY2012
- MGC FDMR FY2012
- MGSC Contracts and Grants
- Grant Flow Chart
- Notice of Intent to Apply
- Approval Form for Grants and Contracts
- OMB Circular No. A-133

CS 3.11.1

Physical Resources: Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this comprehensive standard.

The Vice President for Fiscal Affairs, who reports directly to the President, is responsible for the supervision and control of the College's facilities (Facility Condition Report) and physical resources (MGSC 2013 Physical Resources Inventory). A summary of the College's physical resources is listed in Exhibit 3.11.1.a.

Exhibit 3.11.1.a - Summary of FY 2013 MGSC Physical Resources

Assets	Total ($)
Land	9,435,189
Buildings	134,465,304
Artwork	7,234
Improvements (other than buildings)	2,495,445
Infrastructure	6,630,178
Lease Purchases	64,259,989
Equipment*	4,621,214
Total	**221,914,553**
*Only items costing $5,000 or more are capitalized as equipment assets. However, MGSC, per USG policy, does track items costing between $3,000 and $4,999. Items costing less than $3,000 are not tracked within the accounting system. Most of the College's technology resources fit within this category.	

Source: MGSC FY2013 Annual Financial Report

The control of these items follows the policies and procedures approved by the University System of Georgia (USG) Board of Regents (BOR), specifically those stated in *BOR Policy Manual* Section 7.8 and Section 9 and in the *BOR Business Procedures Manual* Section 11.0.

Several departments assist with the control of physical resources. The Plant Operations department manages construction and maintenance projects and proactively works to support a preventive maintenance schedule as well as routine and emergency maintenance situations. Plant Operations handles maintenance requests submitted through an online work management system (Quick Step Guide to Schooldude). On the Macon and Warner Robins campuses, Plant Operations has charge of all locks and keys, including electronic door access, and the issuance of keys and access. On the Cochran, Dublin and Eastman campuses, the Risk Management Department controls access.

The Office of Public Safety serves 24/7 to protect the physical environment of the campus. The office employs certified police officers and support staff to provide security to the five campuses of MGSC. Public Safety also monitors each campus through an extensive video surveillance system.

A Property Control Manager accepts deliveries of merchandise, and then physically labels all assets costing $3,000 or more. The assets are entered and tracked through the PeopleSoft asset management module, with the Associate Vice President for Risk Management acting in a checks-and-balances capacity. The Property Control Manager also conducts an annual inventory of physical assets each year and disposes of surplus property in accordance with the rules issued by the State of Georgia Department of Administrative Services (DOAS) for its Surplus Property Program.

The Office of Technology Resources (OTR) is responsible for the ordering and placement of computers and computer-related technologies, including subsequent inventorying and surplus of equipment. OTR also maintains listings of all personal computers and laptops under $3,000 that log onto the MGSC network to ensure its control. This listing does not include ipads, mobile devices, printers, or other such devices.

The Office of Risk Management supports MGSC's missions and goals by minimizing the adverse effects of loss due to
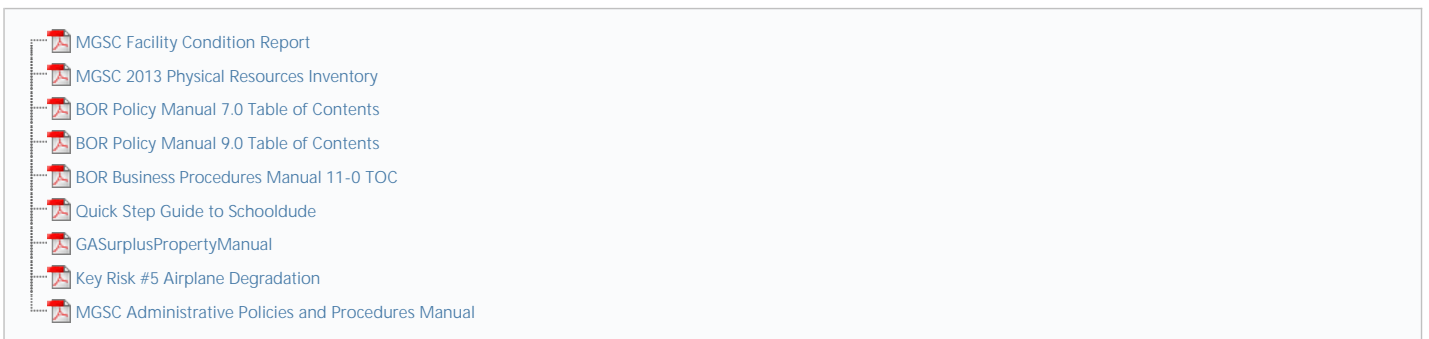
accidents or unexpected events that jeopardize the safety, security, and reputation of the College community. This goal is accomplished through participation in the USG's Enterprise Risk Management system, a tool that enables senior managers to identify and manage significant risks that may adversely impact the realization of key objectives. For example, the Office of Risk Management completed a review of the risks associated with aircraft degradation in Fall 2012. This risk is being actively addressed with aggressive maintenance and a plan for the replacement of the entire fleet over the next five to six years. The Office of Risk Management will address the physical security of aircraft within the next fiscal year.

The Office of Risk Management also manages general risk management, claims management, and risk transference through obtaining adequate insurance coverage. Property insurance is maintained through the DOAS Risk Management Division

MGSC Administrative Policies and Procedures Manual includes procedure 1608.0102 Asset Purchases within the Purchasing section of the manual. The Property Control section of the manual includes an general introduction procedure as well as procedures for Property Identification, Transfer of Property, Surplus Property-Disposal of Property and Annual Inventory. These procedures reference USG and DOAS requirements and document the controls in place over assets. The Annual Inventory procedure relates to the annual physical inventory count which is an important part of the control environment.

Sources (In Order of Appearance)

- MGSC Facility Condition Report
- MGSC 2013 Physical Resources Inventory
- BOR Policy Manual 7.0 Table of Contents
- BOR Policy Manual 9.0 Table of Contents
- BOR Business Procedures Manual 11-0 TOC
- Quick Step Guide to Schooldude
- GASurplusPropertyManual
- Key Risk #5 Airplane Degradation
- MGSC Administrative Policies and Procedures Manual

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. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Middle Georgia State College is in compliance with this federal requirement.

Middle Georgia State College's (MGSC) Office of Financial Aid is approved to participate in federal financial aid programs. The United States Education Department requires institutions to file Program Participation Agreements (PPA), and once approved, the institution receives an Eligibility and Certification Approval Report (ECAR). Since the effective date of the consolidation was in January of 2013, Macon State College (MSC) and Middle Georgia College (MGC) filed their individual PPAs in fall of 2012 and received their ECARs for both institutions in December 2012. The independent filing of the PPA by both institutions provided coverage until the MGSC PPA and ECAR were approved in July 2013.

The consolidation of MSC and MGC into MGSC did not involve a change of institutional ownership; therefore, a United States Education Department pre-acquisition application/review was not a part of the merger review/approval process for MGSC.

Student Financial Aid

At MGSC, the Office of Financial Aid provides guidance and assistance to help ease the financial burdens associated with funding a student's education. This office is in compliance with all state and federal regulations pertaining to the awarding of financial aid to students.

Based on institutional data for MSC and MGC from the 2012-2013 academic year, approximately 73% of MGSC students receive some type of financial aid from federal, state, institutional or outside sources. The total Title IV Federal Aid awarded in Fiscal Year 2013 is shown in Exhibit 4.7.

Exhibit 4.7 - Title IV Federal Aid Awarded in Fiscal Year 2013

Federal Aid Program	Total Paid	Total Recipients
Federal Pell Grant	$19,496,414	5,533
Federal Supplemental Educational Opportunity Grant	$159,892	255
Federal Work Study	$224,957	139
Direct Loans	$33,794,272	5,565
Total	$53,675,535	

Source: Office of Financial Aid

MGSC meets the audit requirements for Title IV administration in accordance with the current MGSC Program Participation Agreements and the Eligibility and Certification Approval Reports. The MGSC Office of Financial Aid has not received any limitation, suspension, or termination by the Education Department in regard to student financial aid or other financial aid programs. MGSC is committed to upholding the standards in the administration of student financial aid services.

Sources (In Order of Appearance)

US DOE PPA good thru 3.31.16

USDOE ECAR 2013