CLAYTON STATE UNIVERSITY

Referral Report
April 15, 2011

Name of Institution: Clayton State University

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Introduction

This report represents the response from Clayton State University to the Referral Report request from the Committee on Fifth-Year Interim Reports and the Committees on Compliance and Reports of the Commission on Colleges, received by the University on July 15, 2010. An analysis has been made of each of the concerns cited, additional documentation has been collected, and campus-wide input has been solicited. Each concern is listed in this document with the appropriate requirement or standard and the relevant documentation.

Area 1
Core Requirement 2.8
(Faculty)

Core Requirement 2.8: The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Commission Request:

Insufficient data was provided to support a determination of whether there are an adequate number of full-time faculty members to support the mission of the institution or the quality and integrity of its academic programs. The Table of Full-time and Part-time Faculty Credit Hours Report presented information at what appears to be the departmental level, including a comparison of instruction conducted by full-time faculty versus instruction conducted by part-time faculty. The presentation included both numbers of sections by each cohort as well as credit hours generated. Data was presented for what appears to be fourteen departments. The institution, however, offers seven master's degrees and over 30 bachelor's degrees. The data was not disaggregated enough to determine if there is adequate faculty coverage in each academic program. A further report is requested and should address the adequacy of faculty for each separate academic program including the coverage of full-time faculty in departments and schools offering graduate degrees. Document that the number of full-time faculty at the program level/discipline area is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Clayton State University Response:

Clayton State University employs 213 full-time faculty (including chairs and academic/associate deans), which is an increase of 17 full-time faculty from Fall 2009. As of Fall 2010, 81% of the full-time faculty holds doctoral degrees, and an additional 4% hold specialist degrees. The Full-time faculty profile is that of a diverse faculty, equally divided between women and men, all of whom meet SACS requirements to teach the courses that they are assigned. Using the Fall 2009 IPEDS data (see below) as a benchmark, student faculty ratios are either less than or equal to that of Georgia sector averages and also to peer institutions across the United States. (Clayton State's Faculty FTE to Student FTE ratio is 1:20 with the Georgia Sector Average of 1:21 and the Overall Average of 1:23.)

During Fall Semester 2010, a total of 70,366 student credit hours were generated; of these credit hours, 51,821 were taught by full-time faculty (74%) and 18,545 (26%) were taught by part-time faculty. All full- and part-time faculty at Clayton State University are carefully screened to ensure that they meet all accreditation requirements to teach the courses that they are assigned.

In order to demonstrate that the faculty resources are adequate to support the mission of the institution and the quality and integrity of the academic programs, additional data have been provided at the program and curriculum level.   Tables 1 & 2 below provide details for the credit hours of courses taught by full-time and

part-time faculty by academic discipline and the FTEs associated with the faculty disciplines.

It should be noted that courses in a particular discipline may serve multiple purposes in the University's academic programs. Some courses serve all disciplines at the University as part of the core curriculum; some serve a single major only; some serve multiple majors, particularly in those with an interdisciplinary focus. For example, courses taught by history faculty have a HIST prefix. These courses are included in the core curriculum, and support the history major. They are also taken by students in a variety of other majors such as Political Science, Middle Grades Education, Liberal Studies, and Integrative Studies. Similarly, courses in Chemistry support the core curriculum, the Biology major, the Nursing major, and the Middle-Grades Education major. In some disciplines, such as Art and Physics, no major currently exists at Clayton State. The faculty in these disciplines supports the core curriculum and other majors. Additionally, free electives or directed electives in many majors allow a student to choose from virtually any course available at the University. Accordingly, assigning each faculty member to one particular major is not always an easy task.

The Interdisciplinary Studies Program/Discipline of the College of Arts and Sciences coordinates majors in Liberal Arts (B.A. and M.A.) and Interdisciplinary Studies (B.S., A.A. and A.S.), as well as minors in African American Studies and Women's Studies. Because the interdisciplinary program is taught and supported by faculty from a wide variety of disciplines and departments, there is only one faculty member exclusively assigned to the program. The Director of the Office of Interdisciplinary Studies, who serves both an administrative and faculty role is the faculty member with direct assignment to the program. She has a PhD in Cultural Studies, an interdisciplinary degree with focus in the humanities and social sciences as well as a Master's Degree in English. She has eleven years of interdisciplinary teaching experience with six years experience in advising and course development at the university level. The Director teaches courses in Women's Studies and the other faculty who teach within the interdisciplinary programs are drawn from a variety of departments (See Interdisciplinary Studies Affiliated Faculty by Program in Supporting Documents). Faculty teaching assignments are based upon the curricular requirements of the degree programs and minors managed by the Office of Interdisciplinary Studies. In all cases, the courses that contributing faculty teach within interdisciplinary programs are those directly associated with their academic discipline. For example, a faculty member teaching an English course, a course with an ENGL prefix that is part of the curriculum of the B.A. in Liberal Arts will meet the SACS criteria for an English faculty member. The percentages of full and part-time faculty who teach students with interdisciplinary majors match those of the disciplines with which the faculty members are associated. In the General Education areas, there is typically a mix of part-time and full-time faculty, while upper-level courses are taught almost exclusively by full-time faculty.

To more clearly establish the adequacy of the faculty to ensure the integrity of the institution's academic programs, the table provides a listing of the number of faculty assigned to a particular discipline, and the credit hours and FTE by full-time and part-time faculty teaching courses with prefixes directly associated with the discipline (see Table 1 below). As of Fall 2010, part-time faculty accounted for 26.36% of the credit hours taught overall and 27.09% of the FTE.

The administration of the University is cognizant that some disciplines, particularly in their core curriculum courses, show a higher percentage use of part-time faculty than is desirable. Despite the current fiscal exigencies, there remains a strong institutional commitment to continue to make steady progress in bringing the percentage of part-time faculty usage down. In the coming fiscal year, the institution is committed to increasing the total number of full-time faculty in the following areas:

- English (2)
- Philosophy (1)
- Spanish (1)
- History (1)
- Sociology (1),
- Political Science (1),
- Criminal Justice (1),
- Health Care Management (1)
- Nursing (1)

These additional 10 full-time faculty lines will enable the University to reduce its dependence on part-time faculty in key areas and thereby limit the student credit hours/sections taught by part-time faculty to around 20% of the total.

Supporting Documents Included in the Next Section

CSU – Peer Comparison of 2009 IPED Data

Interdisciplinary Studies Affiliate Faculty by Program

Table 1: Student Credit Hours by Course Prefix and Number of Full-time and Part-time Faculty and FTE

Table 2: SACS Core Requirement 2.8 Template: Number of Full-time Faculty Members

Core Requirement 2.8 Supporting Documents

CSU – Peer Comparison of 2009 IPED Data

Interdisciplinary Studies Affiliate Faculty by Program

Table 1: Student Credit Hours by Course Prefix and Number of Full-time and Part-time Faculty and FTE

Table 2: SACS Core Requirement 2.8 Template: Number of Full-time Faculty Members

Area 2
Comprehensive Standard 3.3.1.1
(Institutional Effectiveness: Educational Programs)

Comprehensive Standard 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: *(3.3.1.1) educational programs, to include student learning outcomes.*

Commission Request:

In several departments, the connection among student learning outcomes, assessment, and evidence that assessment has driven improvement has not been made. All departments enumerated intended student learning outcomes, and several included curricular mapping of these expected outcomes and an overview of data collection cycles. Institution-wide MAPP testing provided evidence of communication and critical thinking goals across the curriculum, and that information is parsed for use at the program level. However, in many instances at the program level, course grading was offered as the assessment method as well as indirect student perception measures such as graduating student surveys and satisfaction surveys. Some areas offered expected outcomes and described assessment methods and data collected, yet did not provide evidence of improvements based on analyses of results. Document that educational programs identify program-level student learning outcomes, demonstrate the extent to which students achieve those outcomes, and provide evidence of improvement based on the analysis of the results. If sampling is used, include a representative sample that reflects the array of educational programs offered.

Clayton State University Response:

In response to the SACS Fifth Year Interim Report Review Committee, all academic programs at Clayton State revised their student learning outcomes assessment plans during fall semester 2010 and these updated plans are available on the University's SACS website (see Area 2 Supporting Documents Binders 2-6). In all cases, data collection methods now include evidence other than overall course and assignment grades. Academic programs are now using one or more of the following direct assessment methods: 1) subscale scores on questions from exams that map to specific prescribed program learning outcomes, 2) individual criteria from rubrics used to assess written assignments and projects, 3) portfolios containing assignments and artifacts showing evidence of attainment of learning outcomes, and/or 4) Major Field Test (MFT) exams developed by the Educational Testing Service, Area Concentration Achievement Tests (ACAT) developed by PACAT Inc., and individual licensure or certification exams. While the faculty members in each program realize that direct methods of assessment produce more objective and generalizable results in terms of informing changes to curriculum and delivery methods, several programs are also using internship evaluations, surveys of graduating seniors, and surveys of alumni to gather evidence for how useful the curriculum was in preparing alumni for future careers. The faculty, department chairs, and administration believes that these updated assessment plans will not only facilitate improved evidence for student attainment of program learning

outcomes, but also will help Clayton State make informed and strategic decisions about the direction of current and future programs.

One potential issue that arose in some programs as a result of the redeveloped assessment plans is a lack of data prior to fall 2010. The overall contributing factor stems from the fact that programs had been only keeping overall grades as a measure of success and therefore, the actual assignments and breakdown of individual test responses were not available for the report updates. In the cases where the data was available, those programs have updated their reports to include this evidence and are in the process of making necessary revisions to either the curriculum or the activities and assignments within the individual classes. In other cases, there were a few programs that experienced a change at the chair level and a reorganization of departmental structure that resulted in the development of new program learning outcomes, new assessment plans, and therefore no current data is available. Finally, there are a few accredited programs in the process of refining assessment plans to meet the needs of their individual accrediting bodies. In those instances, the current plan has been included for reporting purposes and the updated plans will be in place by the end of spring semester 2011 and will be implemented during either summer or fall 2011 depending on course offerings.

In addition, Clayton State is in the process of purchasing Dataliant's Compliance Assist! as well as its Planning module in order to facilitate report management and learning outcomes assessment. During summer 2011, separate space will be developed for each program to allow for storage of data that is linked to student learning outcomes and future reporting. The University administration feels that this is an important direction to take to alleviate the occasional loss of data caused by faculty and program chair turnover. Not only will Compliance Assist! - Planning aid in the storage and reporting of learning outcomes assessment, but also the product will greatly improve reporting for the University System of Georgia's Comprehensive Program Review.

For General Education, Clayton State has identified Communication and Critical Thinking (see Communication and Critical Thinking Outcomes by Program in Area 2 Supporting Documents Binder 1). Communication and Critical thinking are conceptualized as "universal" learning outcomes that are assessed as they are manifested within a discipline context; therefore, both of these learning outcomes are represented within each set of major level learning outcomes. For example, Critical Thinking in majors such as Biology and Psychology include learning outcomes focused on scientific reasoning; the Critical Thinking outcome for History is demonstrated by performing historical research using primary and secondary sources in libraries, archives, and other repositories of historical records. Similarly, the Communication-related outcomes in the various majors focus on the application of writing and speaking to discipline-appropriate contexts (e.g., APA Style in Psychology and Scientific Writing in Biology). This approach is intended to help students see that sound critical thinking and effective communication share common elements across all disciplines and majors, and is not viewed as isolated

from the contexts in which the thinking and communication occur. Prior to fall 2010, these outcomes were assessed via standardized methods including the ETS Measure of Academic Proficiency and Progress (MAPP, now known as the Proficiency Profile), the Regents Test (a test of Writing and Reading Proficiency required by the Board of Regents of the University System of Georgia) as well as a variety of assessments conducted within the major programs (see ETS MAPP/Proficiency Profile Subscale Comparison, ETS MAPP/Proficiency Profile Summary Comparison, 2005-2006 Regents Test Results, 2006-2007 Regents Test Results, and 2007-2008 Regents Test Results in Area 2 Supporting Documents Binder 1). The University is still using the ETS Proficiency Profile and is now testing all freshman students in ENGL 1101 - English Composition I and all seniors as part of their Major Area Senior Capstone courses. The testing of senior students is a change that was implemented in fall 2010 because pilot testing with seniors in spring 2010 indicated a substantial amount of growth in critical thinking from the junior to senior years. Specifically, the score from junior level students (spring 2009) to senior level students (spring 2010) indicated anywhere from a 1.41 to 2.83 increase in subscale mean scores and an increase in the overall mean from 440.52 (junior mean 2009) to 444.89 (senior mean 2010). The tables below illustrate the specific numbers.

Table 1: ETS MAPP/Proficiency Profile Subscale Comparison (Junior vs. Senior)

	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Juniors							
Spring 2007	111.45	117.56	114.27	111.47	113.73	113.71	115.03
Spring 2008	111.07	116.58	113.75	111.73	112.46	113.08	114.92
Spring 2009	111.43	116.48	113.7	111.55	113.04	112.98	114.89
Seniors							
Spring 2010	113.47	119.31	115.11	113.73	114.65	115.55	117.20
Difference in Subscale Means	**2.04**	**2.83**	**1.41**	**2.18**	**1.61**	**2.57**	**2.31**

Table 2: ETS MAPP/Proficiency Profile Mean Summary Comparison (Junior vs. Senior)

	CSU Mean
Junior Standard Version	
Spring 2007	439.41
Spring 2008	438.73
Spring 2009	440.52
Senior Standard Version Pilot	
Spring 2010	444.89
Change in Means	**4.37**

Further analysis showed an improvement within the first cohort of students from 2006 freshmen (Subscale Mean = 110.87) to 2009 juniors (Subscale Mean = 111.43). While this gain is not statistically significant, it does show improvement in that area. We are in the process of testing senior level students in 2011 and will be comparing their scores with those from the Freshman Fall 2007 cohort.

In 2010, Clayton State applied for and received a Regents Test exemption from the Board of Regents of the University System of Georgia (see Regents' Exemption Application for the detailed assessment plan and grading rubrics for Writing and Critical Reading in Area 2 Supporting Documents Binder 1). As a result, the Regents Test is no longer used as an assessment measure for General Education. Under the new plan, students enrolled in ENGL 1101 - English Composition I and ENGL 1102 - English Composition II are now required to develop and submit a portfolio that assesses attainment of the following Communications Learning Outcomes:

- Student will produce effective expository and argumentative genres for various audiences, purposes, and contexts.
- Student will write effectively with sources.
- Students will demonstrate comprehension of diverse readings with their ability to read for purpose, tone, rhetorical situation, and features.
- Students will demonstrate their ability to evaluate and synthesize diverse readings.

The submitted portfolios will be assessed using both a Critical Reading Rubric and a Written Communication Rubric. The faculty and University believe that the use of portfolio assessment will more effectively measure students' writing and critical thinking abilities and provide a more dynamic assessment feedback loop that enables continuous improvement of reading and writing instruction.

In summary, the faculty members at Clayton State are responsible for the development of all learning outcomes and have worked in teams to develop sets of outcomes that reflect the unique character of their disciplines. These outcomes are

published on each program's website, the SACS website linked off of the Provost's website, and on syllabi for each course within the programs. As documented by the assessment plans and reports provided below, the outcomes are assessed within the courses as well as via methods developed and/or selected by the faculty. In most cases, a combination of internal and external measures is used to assess student learning and program quality. As the assessment reports indicate, curricula will be evaluated routinely based on these data and improvements are made when a need is indicated. Further, these data must be used in preparing the rationale that is required on all New Course Proposals, the memoranda prepared for major curriculum revisions, and the Comprehensive Program Review required by the University System of Georgia (see Comprehensive Program Review forms and policies in Area 2 Supporting Documents Binder 1). The New Course Proposals and any significant curriculum revisions (see New Course Proposal Form, New Course Action Form, and Proposal for Modification of Program or Curriculum in Area 2 Supporting Documents Binder 1) are reviewed thoroughly and must be approved by either the Graduate or Undergraduate Curriculum Council prior to implementation. This process ensures that assessment data are used effectively to provide evidence for any such changes. The process by which learning outcomes are developed, student learning is assessed, and data are used for improvement is coordinated by the Dean of Assessment and Instructional Development with data collection assistance from the Director of Institutional Research along with the cooperative efforts of the various Academic Dean and Department Chairs. Clayton State University is fortunate to have a culture of academic excellence and intra-institutional cooperation that makes such efforts truly collaborative.

Supporting Documents

All supporting documents for Comprehensive Standard 3.3.1 are contained in Area 2, Binders 1-6

Area 3
Comprehensive Standard 3.11.3
(Physical Facilities)

Comprehensive Standard 3.11.3: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Commission Request:

The institution has not demonstrated that the current inventory meets the needs of existing programs and services. It did not present the standards or measures by which it determines that classrooms, laboratories, and student life facilities meet academic and programmatic demands. Document that the institution operates and maintains physical facilities, both on- and off-campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Clayton State University Response:

Clayton State University's mission emphasizes its role in providing an academically outstanding, culturally rich, technologically advanced, and service-focused educational environment for a diverse population of residential and commuter students. The carefully designed and maintained physical structures, beautiful setting, and proximity to Atlanta provide an ideal foundation for the fulfillment of the University's mission. In fact, the University defines the adequacy of its facilities by its ability to meet this mission.

CSU's facilities are designed and operated with the central goal of serving the distinct needs of the University's five colleges/schools: the College of Arts and Sciences, the School of Business, the College of Health, the School of Graduate Studies, and the College of Information and Mathematical Sciences. Each of these Colleges and Schools provides educational programs designed to implement the key elements of the University's mission and their respective students, faculty and staff. All of the academic programs within these Colleges and Schools have met relevant standards for accreditation, certification, and facility satisfaction.

A cornerstone of the vital facilities planning function is the University's Master Plan (see Facilities Master Plan Web, Master Facilities Plan, Master Plan Committee, Master Plan Process, Master Plan Sasaki Team, and Master Plan Schedule in Area 3 Supporting Documents Binder); this plan provides for the acquisition of property and the delivery of new facilities to meet the ongoing needs of the institution's programs and services. This Master Plan identifies the facilities that will be required to serve the future needs of the institution and sets an appropriate course of action to meet those needs. The development of and adherence to the Master Plan helps ensure that the physical attributes of the campus include spaces that reflect and accomplish the University's mission, goals, and strategic objectives. Another critical function of the Master Plan is to assist the University in anticipating future needs and accommodating changes to educational programs and instructional delivery

methods. For example, within the past 5 years all of our science laboratories were renovated and 4 new state-of-the-art laboratories were constructed in our College of Arts and Sciences. Our College of Health was renovated and contains a nursing skill lab that uses model humans for students to simulate patient care.

CSU uses an array of qualitative and quantitative methods to ensure that the physical facilities enhance the learning environment for students as well as the teaching environment for faculty. The University's facilities planning and operation is guided by the principle that "adequacy" cannot be defined solely by the availability of a sufficient amount of space; rather, it must be defined by properly designing and maintaining carefully targeted, mission-supportive, space. Therefore, the University uses a variety of processes and measures to ensure that the facilities meet the University's mission-focused academic and programmatic demands; these methods include the following:

- Inventories of Space and Its Condition
- Space Allocation Models
- Facilities and Technology Design Standards
- Facilities Use and Scheduling Policies and Procedures
- Institutional Surveys to Rate Services
- Facilities Committee, Ad Hoc Committees, and Building Advisory Teams
- Budget Meetings
- Consultants to Determine Property Conditions
- Sustainability Approach

The remainder of this narrative discusses the specifics concerning facilities at Clayton State, how adequacy of space is determined and scheduled, the ongoing planning process to meet anticipated demands and needs, and the feedback that is gathered concerning conditions and services. The remaining narrative also includes a discussion of facility maintenance, including preventative and deferred maintenance, repair, and renovation.

I.   Inventories of Space and Its Condition

Clayton State University (CSU) is a comprehensive baccalaureate and master's granting institution, with an enrollment of more than 6500 students. CSU's main campus is situated on approximately 184 acres just south of Atlanta, in Morrow, Georgia. The University also has instructional facilities at CSU-East immediately adjacent to its main campus and at Lucy Huie Hall located approximately 7 miles away in Jonesboro, Georgia. The institution offers classes at two additional locations: one located approximately 25 miles away in leased premises in Fayette County, Peachtree City, Georgia, that serves more than 200 students (unduplicated headcount) and a joint-enrollment program with Henry County public schools. The facility in Henry County is not owned, managed or maintained by CSU.

The institution has fifteen (15) academic buildings-11 of which are classroom buildings/space; four (4) support buildings; one (1) 450-bed residential building on its main campus; one (1) academic building and one (1) multipurpose/admin building (under renovation) at CSU-East; one (1) instructional building in Jonesboro; and one (1) leased floor in Peachtree City, Fayette County. There are a total of 24 buildings consisting of 897,094 gross square feet (not including Henry County). The University has an Intergovernmental Agreement with the Henry County Public Schools to use two (2) classrooms in Henry County. Nearly 700,000 square feet are devoted to resident instruction at the University (Table 1: List of Facilities).

Table 3: List of Facilities

BLDG NO.	BUILDING NAME	YEAR BUILT	RES INST % USE	RES INST SQ. FT. USE	AUX ENT % USE	AUX ENT SQ. FT. USE	OTHER % USE	OTHER SQ. FT. USE	TOTAL % USE	TOTAL SQ. FT. USE
0001	FACULTY HALL	1969	100	12,641	0	0	0	0	100	12,641
0002	LECTURE HALL	1969	100	12,118	0	0	0	0	100	12,118
0003	BUSINESS & HEALTH	1969	100	45,162	0	0	0	0	100	45,162
0004	STUDENT CENTER	1969	91	52,004	9	5,580	0	0	100	57,584
0005	ATHLETIC & FITNESS	1970	100	43,268	0	0	0	0	100	43,268
0006	FACILITIES MANAGEME	1969	100	24,018	0	0	0	0	100	24,018
0007	ARTS & SCIENCES	1974	100	38,908	0	0	0	0	100	38,908
0008	LIBRARY	1979	100	56,400	0	0	0	0	100	56,400
0009	LUCY HUIE HALL	1987	100	20,240	0	0	0	0	100	20,240
0010	CLAYTON HALL	1988	100	34,213	0	0	0	0	100	34,213
0011	CONTINUING-EDUCATI	1990	97	46,409	3	1,435	0	0	100	47,844
0012	SPIVEY HALL (R)	1990	100	32,865	0	0	0	0	100	32,865
0013	MUSIC EDUCATION BU	1998	100	28,620	0	0	0	0	100	28,620
0014	JAMES M. BAKER UNIVERSITY CTR	2002	91	115,265	9	11,735	0	0	100	127,000
0015	STUDENT ACTIVITIES	2007	98	61,381	2	1,264	0	0	100	62,645
0016	SCHOOL OF BUSINESS	2007	100	16,555	0	0	0	0	100	16,555
0017	CSU EAST	1991	100	16,316	0	0	0	0	100	16,316
0018	CSU EAST MULTIPURPOSE	1991	91	10,582	9	1,046	0	0	100	11,628
0019	COOLING TOWER & PU	2002	100	2,142	0	0	0	0	100	2,142
0020	PUMP HOUSE	1989	100	144	0	0	0	0	100	144
0021	SECURITY STATION	2008	100	216	0	0	0	0	100	216
F005	FAYETTE COUNTY INS	1998	100	10,567	0	0	0	0	100	10,567
HOUS	LAKER HALL	2007	1	1,442	98	176,558	0	0	100	178,000
0022	LAB SCI ANNEX	2011	100	18000	0	0	0	0	100	18,000
	INSTITUTION TOTALS:			**699,476**		**197,618**		**0**		**897,094**

The institution holds classes for its students starting as early as 7:45 am and continuing until about 10:15 pm. CSU has 494,443 square feet of academic space, is 72,215 of laboratory space, 118,219 square feet for student services and 32,650 square feet for administrative space. See Primary Use of Space Distribution Table for Campus Facilities. (Table 2).

Table 2: Primary Use of Space Distribution for Campus Facilities

Primary Use	GSF
Academic*	494,443
Administrative	32,650
Athletics	47,218
Auxiliary/Residence Halls	192,936
Student Services**	118,219
Vacant (under development) (CSU-East Multipurpose)	11,628
Total	897,094

*Academic Space includes Instructional Space and Faculty Offices
**Student Services includes Library

Prior to the start of classes each **semester,** the facilities department in conjunction with designated faculty-such as deans and department heads conduct a detailed inventory and walkthrough of all institutional space. Classrooms and laboratories are checked for seating capacity, electrical, lighting, AV readiness, ceiling tiles, floors, VCT/carpet and overall appearance and safety. The conditions are noted in a spreadsheet and seating capacity confirmed with the Provost's office or department that uses the space. The Facilities department corrects any issues (see Classroom/Space Readiness Report in Area 3 Supporting Documents).

The University provides some 2,456 parking spaces (Table 3: Parking Supply) within a 5 minute walk to most buildings on campus for our commuter students, faculty, staff and visitors. All of the University's parking spaces are located in surface lots that ring the northern, eastern and western sides of campus.

Table 3: Parking Supply

User Group Population	Surface
General Parking (Includes CSU East)	1,407
Students	601
Faculty / Staff	315
Disability	69
Visitors	35
Dental	11
Reserved	10
Police/Emergency	7
Motorcycle	1
Total	**2,456**

The Clayton State University's Student Government Association along with university staff performs a Campus Safety Walk. The campus was divided into four quadrants; each quadrant was represented by a group of students and one staff member. The groups were charged with recording campus safety conditions during the hours of limited visibility. The items that examined were lighting, Public Safety call boxes, vegetation obstructions, building signage, and walking surfaces. The walk lasts approximately one hour. The results are recorded, formalized, and submitted to Facilities Management. Facilities Management reviews result of the walkthrough and takes corrective measures.

II.   Space Allocation Models

The University uses a space allocation procedure, as well as space allocation matrices and processes to denote the amount of space for its academic, programmatic, service and other activities. Guidelines from the Council of Educational and Facilities Planners International (CEFPI), comparative data from the Board of Regents of the University System of Georgia (USG), and state college data from the USG Information Digest are also used to monitor allocation effectiveness in the context of program needs. The classroom allocation module considers weekly contact hours, student station space, hours of room use, time station occupancy and a service multiplier. Classroom and laboratory utilization reports also provide useful data for monitoring the adequacy of capacity and equipment. Additionally, as a Unit of the University System of Georgia (USG), the University is required to participate in the BOR's Facilities Inventory Process (see Facilities Inventory Process in Area 3 Supporting Documents Binder). This bi-annual inventory measures institutional building space, classification, usage, and condition.

The various components of the facility planning process helps ensure that proper space is developed by the University for all educational programs, support services,

and mission-related activities that occur on CSU's campus. One example of such a mission-related activity is provided by the technology support provided in campus facilities. As one of the first laptop colleges in the nation, all campus facilities have network and wireless access and classroom buildings utilize wireless network capacity, projectors, wired podiums and either white or smartboards, and other available technologies. All of our classrooms at all of our instructional locations are sufficient to support the needs of our programs including the limited number that are available via distance education. The wireless residence facility-Laker Hall is the first Gigaplex in the state of Georgia. Students have access to gigabit Ethernet for every hardwired connection and 100% wireless Ethernet throughout the dorm as well as VOIP telephone service, a café/lounge, HD capable cable TV service in the suites, card entry into both the building and individual suites, a 24/7 Community Desk in the lobby, and sixty (60) Public Safety monitored security cameras.

The University has a total of 80 classrooms and 79 laboratories. There are 13 current science labs and the University is in the midst of designing a 65,000 square feet new science building that will hold 14 additional science laboratories. There are two (2) auditoriums one with 150 seats at CSU-East and the other with 146 seats in the James Baker University Center. There is a theater that has a seating capacity of 204 persons. The classrooms can hold from 24 to 144 individuals and the various laboratories can accommodate 12 to 32 students. See Classrooms and Teaching Labs (Table 5). The institution has an outdoor amphitheater that serves as a performance venue, an outdoor classroom and a student gathering space. The University's Student / Faculty ratio is 20:1 (FTE Student – 5,430; FTE Faculty – 267).

Our indicators show that Clayton State University's assignable square footage for equivalent full-time enrollment for classroom and labs are in-line with both USG and national standards for classrooms and laboratories. Further, the University's assignable square feet ratios fall squarely in line with other State institutions in the USG (see tables 4 & 5 below).

Table 4: Classrooms and Laboratories: Assignable Square Footage (ASF) Average

Space Description	Total ASF	Total Seating (# of seats) Capacity	CSU ASF / Student	National Standard ASF/Student
Classrooms	69,694	3,372	20	20
Laboratories Total	72,215	1,448	49	50
Laboratories Wet	20,550	419	49	50
Laboratories Other (including music and computer labs)	51,665	1,082	48	50

Table 5: Classrooms and Teaching Labs Comparison to USG Average

Classrooms			Teaching Laboratories			
Qty	ASF	ASF/FTE	QTY	ASF	ASF/FTE	FTE 2009Fall
80	69,694	12.8	79	72,215	13.3	5430
USG Average	--	14	USG Average	--	11.7	--

III. Facilities and Technology Design Standards

The University has two sets of design standards. One set is the campus design standard (see Campus Design Standard in Area 3 Supporting Documents Binder) which sets the University's basic aesthetic expectations for construction, landscaping and grounds and the other is for telecommunications. Our design standards establish the campus's architectural theme and provide sufficient specificity to guide future construction activities to achieve harmony with the existing facilities while providing modern teaching and learning spaces. These standards for architectural design, architectural palette, fixtures, equipment and furnishings mandate the use of enduring and easily maintained materials to facilitate upkeep. The Campus standards also establish the campus landscape plan and guide the planning and development of outdoor common space, including hardscape and signage, to achieve a cohesive and sustainable campus with plantings that are predominantly indigenous, maintainable, and diverse. The telecommunication standards (see State of Georgia Telecommunications Guidelines in Area 3 Supporting Documents Binder) are broad and ensure that the technology is available to suit our University's 21st century educational programmatic and service needs.

IV. Facilities Use and Scheduling Policies and Procedures

The University has detailed policies and procedures for use of academic facilities at the University. This includes a set of procedures for scheduling room assignments and services at the University. Most classrooms are considered to be part of a pool with the exception of those designated as "restricted use" rooms that are scheduled and assigned by the Office of the Vice President for Academic Affairs. All other non-restricted and general use space is available for scheduling by designated BANNER users authorized to schedule rooms on behalf of campus sponsors. The classroom pool provides space for academic offerings, departmental and student meeting space, University sponsored programs and events, and occasionally non-University sponsored programs and events. Events are scheduled online under the oversight of the Office of the Vice President for Academic Affairs. Classrooms are scheduled in accordance with our procedures for Scheduling Room Assignments and Services (see Scheduling Room Assignments and Services Policy in Area 3 Supporting Documents Binder). Student Affairs spaces are assigned using the Student Affairs

process (see Student Affairs Space and Equipment Rental in Area 3 Supporting Documents Binder).

These policies and procedures take into consideration the extent to which utilization is maximized, weekly student contact hours, needs based on proximity and room equipment, capacity limits that reflect local fire code requirements, classroom configuration, class size limits, and actual enrollment. (See Table 6: Room Utilization and Chart 1: Room Utilization Summary below)

Table 6: Room Utilization Table

Building * Laboratory Annex Building is not shown since it just came online in Spring 2011	Avg % Fill Based on 45 Hr/Wk Max
Arts & Sciences	32.88%
Business & Health Sciences	48.31%
Clayton Hall	44.44%
Continuing Education	33.27%
CSU East	9.63%
James M. Baker University Ctr	35.85%
Laker Hall	5.56%
Lecture Hall	48.48%
Music Education	18.81%
School of Business	62.04%
Fayette County Ins	21.7%
Overall Average:	35.80%

Chart 1: Room Utilization Summary
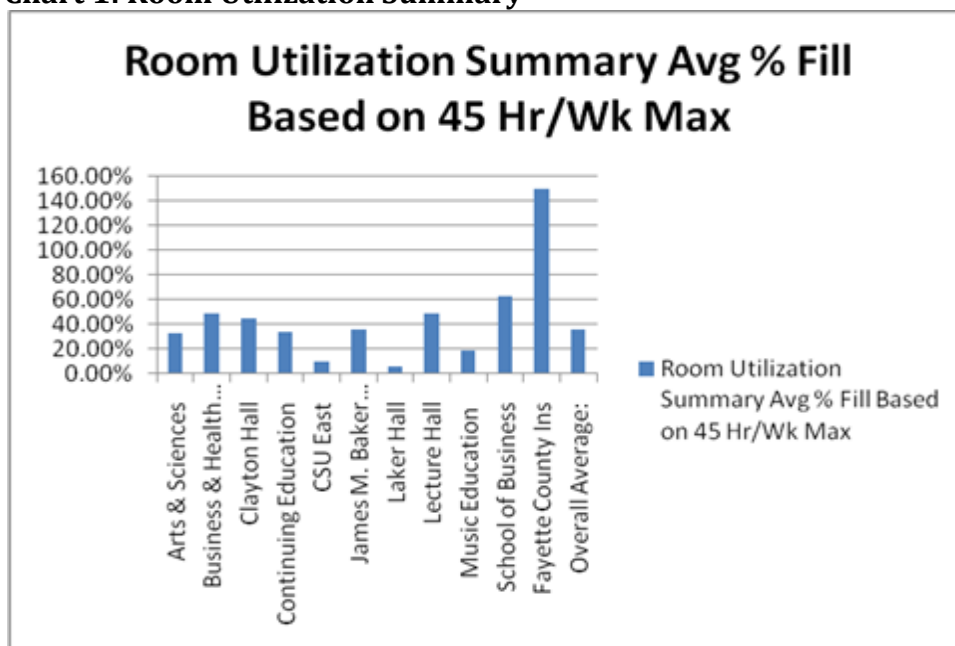
V. Institutional Surveys to Rate Services

Regularly administered satisfaction surveys ascertain the needs of the constituents, programs, and services and provide useful data to ensure that these needs are met. The University also participates routinely in Facility Performance Indicator (see Facilities Performance Indicators Report in Area 3 Supporting Documents Binder) surveys conducted by the national organization the Association of Physical Plant Administrators (APPA).

Facilities Management conducts Customer Satisfaction (see Facilities Management Customer Satisfaction Survey 2011 in Area 3 Supporting Documents Binder) surveys yearly and department managers regularly interview/ask (see Student Poll Results in Area 3 Supporting Documents Binder) students, faculty, and staff about facilities appearance. It helps to implement corrective measures toward improvement. The University also uses both internal and external surveys (see Space Request Survey in Area 3 Supporting Documents Binder) related to other services such as the bookstore (see Bookstore Survey in Area 3 Supporting Documents Binder) to seek input from users to understand the changing needs and demands of a campus. Surveys are also used to solicit satisfaction levels with the maintenance of facilities and related services (see Maintenance Survey Results in Area 3 Supporting Documents Binder). This information is reviewed, discussed, evaluated and used to implement suggestions and decisions.

CSU conducts town halls, divisional meetings, surveys, and evaluations of its Master Plan (and prepares the appropriate amendments as necessary for approval by the Board of Regents) to address the development of new academic program needs, changing demographics, legal requirements (for example ADA) and the requirements of local and regional employers for a trained workforce.

VI. Facilities Committee, Ad Hoc Committees and Building Advisory Teams

The Clayton State University Facilities Committee (see Facilities Committee in Area 3 Supporting Documents Binder) is comprised of representatives from various constituencies on campus. The Committee allocates space as needed to meet changing needs, performing research and analysis as demanded by the situation. The Committee uses a consistent process for submission and review of requests for new or modified space. The Committee ensures that all requests are reviewed fairly and objectively, using the institution's allocation models. Decisions attempt to balance the various needs consistent with institutional requirements and priorities. To effect optimum deployment of all the campus' facilities resources, the Campus Facilities Committee also conducts periodic assessments and focused assessments as the need arises.

The institution uses student focus groups as well as ad hoc teams and groups of users to gather information about the classrooms and other spaces from the student's, faculty's and user's perspectives. For example, data is solicited to ensure

the provision of resources and spaces for the new pedagogical methods being utilized by some faculty. Building Advisory Teams are created to ensure new buildings or renovation projects serve the needs of the institution's educational programs, support services, and mission-related activities. The teams are created for each major new construction, repair, and rehabilitation project. The committees generally consist of the Vice President for Business and Operations, the Director of Facilities, vice presidents and department heads and faculty using the facility, student members as recommended by the vice president for student affairs, and other members recommended and approved by the president or his designee. In addition, resource personnel serve as ad hoc members to provide programming input: the technology resources disability services, University police department, environmental health, safety and risk management. Ad hoc members provide programming input in relation to computer needs; handicapped accessibility and special needs; telephone and other cabling needs; audio-visual needs for classrooms; security and circulation issues.

VII.   Budget Meetings

During annual budget meetings, each member of the President's executive leadership team is given an opportunity to present any facilities needs and the Facilities Committee recommend projects are also presented.

VIII.   Consultants to Determine Property Conditions

Expert consultants are hired on a periodic basis to assist the internal staff with examining the institution's infrastructure needs. Recommendations from such reports are used to create list for replacement or construction of appropriate facility infrastructure.

IX.   Sustainability Approach

CSU is committed to promote Campus Sustainability and develop green habits. We define sustainability as commitments and behaviors that are ecologically viable, economically sound, and socially just.

Currently Under Implementation:

1) The new Natural Science Building will be LEED certified (under planning)
2) Lighting control (under planning)
3) EMS Operation
4) Recycling program
5) Green product
6) Irrigation by storm water
7) Integrating sustainability in new project
8) Dining area: do not use potable water to clean plate and silverware

9) New metering for the building (under planning)- assist measuring of energy conservation improvement

X.   Maintenance of Facilities

The Facilities Management Division incorporating Preventative Maintenance, Deferred Maintenance, and the Major Repair and Renovation (MRR) program accomplishes the operation and maintenance of the physical facilities. This division is key for Clayton State University to order to provide physical facilities that are adequate to serve the needs of its academic programs, support services, and mission-related activities. The University continues to maintain and upgrade its facilities to meet the expectations of its students, faculty and staff and local community. All of Clayton State's facilities are maintained at the highest level possible with regard to climate control, cleanliness, safety, and general conditions in order to provide spaces that are conducive to teaching, learning, research and other mission-related activities.

The Senior Director of Facilities Management leads the Facilities Management division. The University's Facilities Management department uses various processes to ensure that the physical facilities are properly operated, managed and maintained. There are five areas in the Facilities Division (see Facilities Organization Chart in Area 3 Supporting Documents Binder).

- The Office of Facilities Planning, Design and Construction (see Office of Facilities Planning, Design and Construction in Area 3 Supporting Documents Binder) offers professional and technical support on programming, design, bid and construction management and handles all related contracts and daily on-site inspection of the work, Capital Project planning/estimation, Major Repair and Renovation estimation/submittals, Facilities Inventory Reporting, BLLIP Reporting, Facilities Regulatory Compliance, and other planning and reporting.
- The Building Maintenance & Operations Unit (see Building Maintenance & Operations Unit in Area 3 Supporting Documents Binder) schedules preventive maintenance (PM) on a recurring basis to prolong the life of the University's physical plant (PM described in detail in the following section), handles minor repairs and new minor construction or renovation identified by work request, and generates electricity, chilled water and potable water distributed across campus.
- Grounds Operations (see Grounds Operations in Area 3 Supporting Documents Binder) maintains the landscaping of the main campus by mowing and trimming grass, maintaining plants, shrubbery and trees, and keeps the campus clean through litter control, trash collection and removal, and recycling. In addition, the department also provides event setup and moving services for campus functions.
- Custodial Operations (see Custodial Operations in Area 3 Supporting Documents Binder) handles the routine day-to-day cleaning of buildings on

campus and provides cleaning services for special events held on campus. Work is performed in two shifts (8:30 am-5:30 pm and 10:00 pm-7:00 am)

- The Facilities Management Operation sets maintenance priorities, manages the University's vehicle fleet and assets (Asset Management), manages work request through web-based system, procures supplies and services for the department, and provides computer and general support to all groups in the organization.

The University's Facilities Management department uses various processes, tools, and approaches to ensure that the physical facilities are maintained adequately to serve the University's educational programs support services and mission-related activities. The University uses both preventive and deferred maintenance to effectively maintain the condition of physical facilities to support the University's educational programs, support services, and research initiatives, etc. Operation and maintenance of CSU facilities were supported by a budget of nearly $3 million for FY09.

Preventive Maintenance

The institution uses a comprehensive <u>preventative maintenance program</u> that is fundamentally important to maintain the physical infrastructure of the campus. This helps limit unscheduled shutdowns and service interruptions that would negatively impact our program services and activities. The system is used to generate preventive maintenance work orders for all preventive maintenance items for the electric, plumbing, HVAC, and special systems and equipment. Preventative maintenance is carried out on a constant basis by the professional and technical staff within the plant operations division. Some preventative maintenance work, such as fire suppression system and elevator pressure tests, requires special certifications or licensing and are coordinated with outside vendors.

To facilitate reporting and timely correction of maintenance issues, the University utilizes a web-based Work Order System (SchoolDude) to facilitate management of work orders. SchoolDude provides several modules to enable Maintenance Requests, Preventive Maintenance, and Inventory of supply. Work Requests are divided into three categories: Demand Service Requests, Preventive Maintenance and Proactive Work Orders. Demand Request types are submitted by campus staff and faculty and mostly appear to be emergency requests. Preventive Maintenance requests are scheduled types and generated by an online work order system based on their frequencies. Proactive Requests are work orders submitted by Facilities Management personnel and technicians. The PM is set according to manufacturer's O&M requirements and Board of Regents Best Practice Preventive Maintenance Guidelines. The web-based software vastly increases the efficiency in which customer requests are routed through the process, responded to by facilities personnel, tracked by requestors, and archived.

Maintenance of the University's buildings and grounds is accomplished via a dedicated facilities maintenance staff of 54 full-time personnel and 4 part-time employees. Contract vendors are hired for major repairs and/or facility modifications. Last year, the Facilities Department handled over 5,530 work orders and 2,497 preventive maintenance work orders (see Work Order Amounts in Area 3 Supporting Documents Binder). Emergencies and building comfort issues are handled immediately with the appropriate shop dispatched by radio/walkie-talkie. Routine, non-emergency requests are normally handled within 30 days. Examples of preventative maintenance work orders (see Preventive Maintenance Work Order in Area 3 Supporting Documents Binder) and customer-requested work orders (see Customer Requested Work Orders in Area 3 Supporting Documents Binder) are provided.

Calls for emergency service (i.e. leaks or power outages) or life safety and disruptions of operations are dispatched to the trade supervisor immediately by phone or radio. All other work orders are place in a queue based upon the order received. Routine maintenance at the off-campus location is managed by the lessor according to the individual lease agreement.

Deferred Maintenance

Clayton State also operates a Deferred Maintenance Plan (see Master Facilities Plan in Area 3 Supporting Documents Binder) that follows a five-year scheduling priority. As deferred maintenance is identified and completed, the building inventory is updated to reflect the revised or appropriate building condition. This deferred maintenance works in combination with emergency projects (see Project List 2010 in Area 3 Supporting Documents Binder) that require immediate repair.

Members of the facilities department and academic faculty and administrators inspect each facility each year. Annually, the Senior Director for Facilities recommends deferred maintenance projects to be addressed in the upcoming year to the Campus Facilities Planning Committee. This information is shared with the executive leadership team for funding.

Data is also collected on individual buildings from Facilities Maintenance staff directly responsible for the day-to-day maintenance of operations of the buildings. Building Technicians are assigned to each building and act on information provided from the maintenance staff and their own observations. Both *initiate* routine work orders. Spreadsheets listing all classrooms and laboratories evaluate the condition of the doors, walls, windows, blinds, floor, ceiling, lighting, furniture, screens, and chalkboard/whiteboards in the room. Facilities staff members create a rating scale and apply it to all classrooms and laboratories for action.

A formal review of each building is conducted every **12-18** months and focuses on four major critical building systems architectural, mechanical, plumbing., and electrical). Each review is catalogued in the Facilities Condition Report. In addition,

the facilities team conducts campus safety walks at times with students, Public Safety, and Campus Life personnel to ensure safety.

The Assessment Report outlines a five year deferred maintenance plan for each facility. The documentation in the assessment provides a narrative summary of the facility's profile including critical data on building components (location, uses, when constructed, major renovations, etc.), the scope of required work, photos **where** applicable and a preliminary budget figure for repair, maintenance or replacement.

Major Repair and Renovation

Major Repair and Renovation (MRR) is a USG/State supported funding program. The institution uses MRR funding for projects that involve major repair, replacement, or renovation of critical building systems, site components and infrastructure. MRR funding works in conjunction with maintenance and operations (M & O) funding that comes annually from the state's formula funding process. This approach is important for ensuring that the existing physical facilities are maintained adequately (see List of Major Repair and Renovation Projects in Area 3 Supporting Documents Binder).

Off-Campus Maintenance

The University leases off-campus properties in Fayette County and Henry County, which assists in serving the needs of the University's educational programs, support services, and mission-related activities.

<u>Fayette County</u>

The Peachtree City site serves approx. 200 students (unduplicated headcount) per semester and offers about 42 courses per semester. Space has been built out at the University's request so as to provide six (6) technological classrooms, seminar space, eight (8) faculty and administrative offices, workspaces, study areas, one (1) conference room, and lounge/waiting area for students and staff. The facility is fully equipped with wireless, networking, multimedia equipment and printers, and parking is available at the front door of the facility. CSU has a janitorial contract for day to day cleaning and the landlord provides all over facility services. All other services, such as computer network support, bookstore, etc. to this facility are provided by the University.

<u>Henry County</u>

Clayton State University provides instruction for the 48 dual enrolled students in Henry County. CSU is not responsible for the maintenance of the Henry County facility. Henry County is responsible for all facilities operations of the building including providing internet access to classrooms and offices and telephone lines into each office and administrative space. Each classroom also has all furniture,

white boards and technology as provided on main campus and at Peachtree City. Henry County Schools also provides parking, utilities, security, and cleaning services for the classrooms and administrative spaces per our Collaboration Agreement.

XI.   Conclusion

CSU is committed to creating and maintaining a teaching environment both inside and outside the classroom that supports and meets the mission and the needs of its existing programs, services and diverse campus community. Clayton State has facilities designed to create a student-centered learning environment. The University's academic and student support buildings are well maintained and are located in close proximity on the campus to benefit our students. The wooded campus is both gated and fenced with several ponds and lakes with benches, walking paths and bridges interspersed. There are tennis courts, gyms, and fields for both collegiate and intramural sports and activities.

Supporting Documents

All supporting documents for Comprehensive Standard 3.11.3 are contained in Area 3 Supporting Documents Binder

Area 4
Federal Requirement 4.5
(Student Complaints)

Federal Requirement 4.5: The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Commission Request:
The institution did not provide sufficient information to clearly demonstrate that it follows its procedures when resolving student complaints. The report does not include original source documentation demonstrating response to student complaints. Samples of written student complaints with student names redacted and related documentation illustrating process toward resolution would have been helpful. Document that the institution follows its published procedures in resolving student complaints.

Clayton State University Response:

The University maintains policies to address student complaints, including those in writing, and has published them on a dedicated website for campus-wide use:

http://adminservices.clayton.edu/studentaffairs/Student%20Complaints%20Procedure.htm

 This student complaint policy (see Student Complaint Policy in Supporting Documents below), which is intended to serve as a guidepost for the entire University community, emphasizes the mission-driven obligation of a teaching institution to address student complaints appropriately. The faculty and staff at Clayton State University endeavor to address all student complaints in a timely, professional, and collegial manner that models and encourages appropriate, effective, and respectful interpersonal communication. In the case of written student complaints, the University takes seriously its obligation to provide timely, effective, and attentive responses to address the identified concerns.
The *General Complaint Procedures* website includes the following components: explanatory comments, a five step process, and links to a variety of policies and procedures in the areas of customer service, grievances, and common policies/procedures (both academic and non-academic). The five steps include the following:
1. The student should attempt an informal resolution of concerns by interacting directly with the individual(s) involved or with the first-line supervisor of the individual, department, or office.

2. If resolution is not achieved through informal interaction, the student may direct the complaint—verbally or in writing—to the Director/Department Head/Chair of the department or office. The Director/Department Head/Chair will attempt to facilitate resolution between the parties.

3. If resolution is not achieved through the initial intervention of the Director/Department Head/Chair, the student must present a formal written

complaint to the appropriate Director/Department Head/Chair responsible for the unit, who will then respond in writing.

4. If resolution is still not achieved at the Director/Department Head/Chair level, the matter can be directed as follows:
   a. <u>For complaints initiated with an academic department</u>: Dean of the college/school for academic complaints. Complaints not resolved at the Dean level can then be directed to the Provost/Vice President for Academic Affairs (or designee).

   b. <u>For complaints initiated with all other departments</u>: The appropriate Vice President (or designee) responsible for the unit.

5. Unless otherwise specified, the Vice President (or designee) responsible for the unit will constitute the final decision-making authority for the University. Students have the right to appeal decisions to the President of the University.

Students may submit written complaints for a variety of concerns as well as to appeal or request exceptions to the application of campus policies/procedures. The following narrative describes the major categories of policies, and then eight student complaint examples are provided in the Documentation Section.

<u>Customer Service Complaints</u>

Customer Service Complaints are addressed as described in the "General Complaint Procedures" on the webpage devoted to student complaints (the link is provided at the beginning of this narrative). (An example of a Student Customer Service Complaint is included in the Supporting Documents below.)

<u>Course Grade Appeals</u>

Most of the complaints that occur within Academic Affairs fall under the Grade and Academic Appeal Procedures policy found in the Student Handbook. The Course Grade Appeal process (see Grade Appeal in Supporting Documents) follows the same steps as the General Complaints Procedures outlined above; however, if the complaint cannot be resolved at the level of the Dean of the College/School the Provost may then convene the Academic Appeal Board to hear the case. The members of the Committee include the chair, one faculty member appointed by each Dean, and the Judicial Affairs Officer. (Four examples of student complaints regarding course grades are included in the Supporting Documents below.)

Table 1: Academic Appeals Board

College/School/Office	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Arts and Sciences	J. Yvette Gardner	J. Yvette Gardner	Mario Norman	Mario Norman	
Information and Mathematical Sciences	Junfeng Qu	Junfeng Qu	Christopher Raridan	Christopher Raridan	
Professional Studies	Zi Wan	Zi Wan	Sherry King	NA	NA
Business	David Furman	David Furman	David Furman	David Furman	
Health	Ebony Parker	Charlene Romer	Eunice Warren	Lilian Parker	
Judicial Affairs	Jeff Jacobs	Jeff Jacobs	Jeff Jacobs	Jeff Jacobs	

Student Code of Conduct and Disciplinary Procedures

The Student Code of Conduct outlines (see Student Conduct Process and Brochure in Supporting Documents) university behavior standards, including student rights, responsibilities and appeal procedures. An excerpt from the Foreword of the Student Resource Handbook states: "This student handbook is an official statement of student policies and procedures for the University. It contains a listing of the conduct code, rules, regulations, policies, and procedures that provide for the orderly operation of the University. These rules provide a basic, positive government of the University community, including its academic life, its academic and social organizations, and its student life." Student complaints concerning the behavior or conduct of another student or students may, upon investigation by the University Conduct Officer, be handled through the student conduct process. Standards of conduct (see Student Code of Conduct in Supporting Documents) and adjudication procedures are outlined in the online and printed Student Resource Handbook as well as on the Office of Student Conduct website. Documentation of practice of these policies and procedures is demonstrated in the case examples containing in the Supporting Documents Section below. Student disciplinary records are maintained in accordance with the retention of records standards set by the University System of Georgia and the federal Higher Education/Clery Act.

Grievance Procedures

The University has established Grievance Procedures (see Supporting Documents below) that are outlined in the hardcopy and on-line Student Resource Handbook. An excerpt from these procedures states: "It is the policy of Clayton State University to provide equal opportunity and fair treatment to all students and

applicants for admission without regard to race, creed, color, sex, sexual orientation, national origin, religion, age, veteran status, or disability. In addition, the University is concerned with the prompt and fair resolution of the concerns of students. The procedures below have been formulated to ensure fairness and consistency in the University's relations with its students. No person's status with Clayton State University shall be adversely affected in any way as a result of using these procedures, nor shall any retaliatory actions be taken against a person using these procedures." There have been few grievances filed through this process since the procedure was implemented in 1996. The vast majority of these cases have been resolved informally, as is provided for by the first step of the policy. (An example of a Student Complaint involving ADA is contained in the Supporting Documents below.)

Sexual Harassment Policy

The Sexual Harassment Policy (see Supporting Documents below) is intended to provide a mechanism to protect the rights of claimants and respondents at Clayton State University and to affirm and support an environment in which the university is free of sexual harassment through the protection of these rights and the standardization of practices. The policy is located both online and in print through the Student Resource Handbook.   The Supporting Documents Section below contains examples illustrate the commitment of CSU's faculty, staff, and administration to follow the published policies and to implement them fairly and consistently when addressing written complaints from students. (An example of a Student Complaint involving Sexual Harassment is contained in the Supporting Documents below.)

Supporting Documents Included in the Next Section

- Student Complaints Policy (Academic and Non-Academic Complaints including Customer Service Complaints)

    o Student Complaint Example - GPA and Financial Aid
    o Student Complaint Example – Customer Service
    o Student Complaint Example - Grade Appeal #1
    o Student Complaint Example - Grade Appeal #2
    o Student Complaint Example – Grade Appeal #3
    o Student Complaint Example – Grade Appeal #4
    o Student Complaint Example – ADA Grievance
    o Student Complaint Example – Sexual Harassment

Common University Policy/Procedure Categories

- Financial Aid Satisfactory Academic Progress (SAP)
- Grade Appeal - Student Handbook Pages
- Hardship Withdrawal
- Readmission Appeal Guidelines and Form
- Student Conduct/Disciplinary Process and Brochure
- Student Code of Conduct

Grievance (on the basis of personal status)

- Unfair Treatment/Discriminatory Practices
- ADA Grievance Procedures
- Sexual Harassment Policy

Federal Requirement 4.5 Supporting Documents

- Student Complaints Policy (Academic and Non-Academic Complaints including Customer Service Complaints)

    o Student Complaint Example - GPA and Financial Aid
    o Student Complaint Example – Customer Service
    o Student Complaint Example - Grade Appeal #1
    o Student Complaint Example - Grade Appeal #2
    o Student Complaint Example – Grade Appeal #3
    o Student Complaint Example – Grade Appeal #4
    o Student Complaint Example – ADA Grievance
    o Student Complaint Example – Sexual Harassment

Common University Policy/Procedure Categories

- Financial Aid Satisfactory Academic Progress (SAP)
- Grade Appeal - Student Handbook Pages
- Hardship Withdrawal
- Readmission Appeal Guidelines and Form
- Student Conduct/Disciplinary Process and Brochure
- Student Code of Conduct

Grievance (on the basis of personal status)

- Unfair Treatment/Discriminatory Practices
- ADA Grievance Procedures
- Sexual Harassment Policy