Response Report
to the Visiting Committee
2009

Prepared for the
Commission on Colleges
Southern Association of Colleges and Schools
On-site review April 21-23, 2009

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Chancellor

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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. (Faculty)

Recommendation 1: The Committee recommends that the institution provide sufficient evidence to demonstrate that a) the number of qualified full-time faculty members is adequate to ensure the quality and integrity of its educational degree programs that operate at its on-campus locations and off-campus instructional sites worldwide, including the eCampus; and b) it appropriately limits and manages the teaching loads, both in-load and overload, of its full-time faculty members such that essential levels of scholarship and research needed to ensure the quality and integrity of undergraduate and graduate courses and programs are maintained wherever they may be taught and delivered.

Summary of On-Site Review Committee Comments

The Off-Site Review Committee questioned compliance with this core requirement on the grounds that there appeared to be an insufficient number of full-time faculty members who were engaged in ways that ensured the quality and integrity of the University’s programs and mission throughout the institution’s numerous instructional sites. Visits by On-Site Review Committee members to the University’s Global Campus locations frequently confirmed the absence of adequate numbers of academically qualified full-time faculty members who were engaged beyond course-level teaching assignments in the expected faculty roles and responsibilities that would ensure the quality and integrity of the academic programs offered at those locations. The lack of full-time faculty engagement in all aspects of academic program quality and integrity was particularly obvious in the Global Campus locations, both off-shore and in the United States. The committee also observed that unusually high teaching loads of full-time faculty members appeared to compromise their ability to support the mission of the institution related to scholarship and research.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Providing evidence of sustained increases over time in hiring faculty, particularly in Global Campus locations, as well as accelerated hiring in 2009.
2. Making an immediate reduction in the number of Global Campus teaching locations and programs through strategic realignment that includes reallocation of full-time faculty resources in Global Campus.
3. Developing and implementing a new Quality Assurance Audit Program to ensure full-time faculty oversight of the quality and integrity of all overseas programs by ranked faculty.
4. Providing appropriate comparison data of faculty resources within peer institutions.
5. Providing additional comparative data showing continuing strong levels of student satisfaction with the quality of educational programs and faculty members.
6. Approving and implementing a new policy that governs faculty work load to include overloads.
Troy University’s network of campuses provides educational programs to a very diverse population of students in traditional, non-traditional, and electronic formats. While the University maintains a vibrant residential campus in Troy, Ala., the majority of its students (more than 75%) are part-time adult students located at campuses and teaching locations that have primarily evolved due to their proximity to military bases. Most Troy University students are taking part or all of their academic programs online through the University’s eCampus, which is a major provider to the eArmy learning program. Two out of three Troy University students enrolled in at least one of their courses online through the University’s eCampus in the fall of 2008. With the growing interest in the Internet, and with increased integration with traditional classroom teaching and learning techniques, electronic delivery of educational courses online has grown.

A) Adequacy of the Number of Qualified Full-Time Faculty Members

Accreditation by the Commission on Colleges signifies that an institution has a mission appropriate to higher education as well as the resources, programs and services sufficient to accomplish that mission. A sustained increase in the number of full-time faculty members, the institution’s strategic realignment actions, and comparative data with other institutions all provide evidence that the institution has an adequate number of qualified full-time faculty members.

1. Growth in Number of Full-Time Faculty Members

Troy University continues to show sustained growth in the number of full-time faculty members and has taken measures to accelerate this growth during the current year. At the time of the merger of the three separately accredited institutions that made up the Troy State University System in 2005, when SACS last reviewed the institution, Troy University had 456 full-time faculty members for 27,104 full-time and part-time students and these faculty members delivered 238,135 credit hours. When the University began preparing its Compliance Certification Report in the fall of 2007, that number had increased to 483 full-time faculty members serving 29,580 full-time and part-time students and producing 260,856 credit hours. When the University began preparing its Compliance Certification Report in the fall of 2007, that number had increased to 483 full-time faculty members serving 29,580 full-time and part-time students and producing 260,856 credit hours. By the time the On-Site Review Committee visited the campuses in the spring of 2009, the number of full-time faculty members had increased to 504, with a slight decline to 29,505 full-time and part-time students and produced 260,338 credit hours. During the fall of 2008, Chancellor Jack Hawkins, Jr. committed almost $6 million to support additional growth in the number of full-time faculty members while enrollment has remained constant. As of the submittal of this report, Troy University has 524 full-time faculty members. Based on currently allocated resources, that number is expected to grow to 557 by the fall of 2010. This growth from 456 to 557 in five years (Table 1) is a 25% increase in
full-time faculty members at a time when other institutions are reducing their numbers of full-time faculty and furloughing employees. Enrollment will have only increased 12% for the same time-frame.

<table>
<thead>
<tr>
<th>2.8 Table 1</th>
<th>Troy University’s Past, Current, and Projected Full-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>456</td>
<td>483</td>
</tr>
</tbody>
</table>

Supporting Documentation 1 lists the new hires in the 2008 - 2009 academic year. Supporting Documentation 2 provides copies of advertisements for positions to be filled in the 2009 - 2010 academic year.

Most importantly, full-time faculty members continue to be added to Global Campus teaching locations, as shown in Table 2 (next page), in a manner that alleviates the concerns raised by the On-Site Review Committee.
Teaching at the overseas locations is a wonderful opportunity for Troy University’s full-time faculty members located in the United States. With well over 500 faculty members, the University has no shortage of faculty members who want to have this unique teaching opportunity. Supporting Documentation 3 illustrates the robust number of full-time faculty members teaching overseas in the 2008-2009 academic year. Additionally, it should be noted that Troy University has recently added its first full-time faculty member permanently located in Vietnam.
2. Strategic Realignment

The On-Site Review Committee members’ impressions have led Troy University to go forward with a strategic realignment initiative that has been under consideration for several years. Strategic realignment has enabled the University to immediately eliminate Global Campus locations and reduce the number of programs in small teaching locations in Global Campus where there have been concerns about the presence of full-time faculty members.

While a few Global Campus locations existed prior to the SACS review solely to provide educational and administrative support services to eCampus students, most Global Campus locations served a dual function of supporting online learners and providing academic programs through classroom delivery. Efforts to provide classroom-based courses outside of Alabama can be problematic in terms of assessment of small numbers of students in multiple locations, especially because, in most of these cases, students are able to take a mix of online and classroom-based courses. This complexity has resulted in several of the concerns that the On-Site Review Committee raised in Comprehensive Standard 3.3.1. On June 18, 2009, Chancellor Hawkins announced an initiative to review and reduce the classroom-based course offerings in the University’s Global Campus. This initiative is consistent with questions posed by members of the On-Site Review Committee who felt that the institution was creating problems for itself by sustaining an overly complex approach to delivering academic programs.

As of the time of submitting this report, Troy University has notified SACS that it is closing its teaching locations in Vidalia, Ga.; Shaw Air Force Base, S.C.; MacDill Air Force Base, Fla.; and Bangkok, Thailand, and is converting the teaching location in Sri Lanka to an eCampus Support Center. Twelve degree programs at these locations have been eliminated. Global Campus locations at Arlington, Va.; Charleston, S.C.; Clarksville, Tenn.; Dam Neck, Va.; Heidelberg, Germany; Hurlburt Field, Fla.; Oceana Naval Air Station, Va.; Portsmouth Naval Medical Center, Va.; Savannah, Ga.; and Tifton, Ga. have phased out their classroom-based academic programs effective Sept. 1, 2009 and have converted to supporting online programs only. Twenty-nine degree programs will no longer be provided in a classroom-based format at these locations. The University has notified SACS of significant reductions in classroom-based program offerings at 28 additional locations where 106 degree programs will no longer be offered through classroom delivery. This information is summarized in Table 3.
This strategic realignment is germane to Core Requirement 2.8 in that the realignment makes available full-time faculty resources that have been supporting small groups of students in classroom delivery formats and that can now provide even greater capability for full-time faculty oversight of the quality of academic programs. It also enables Troy University to permanently locate full-time faculty members in overseas teaching locations and other Global Campus locations. Supporting Documentation 4 lists all of the reductions in teaching locations and program offerings that have been approved in this strategic realignment. The Chancellor’s notification letters to SACS are provided in Supporting Documentation 5.

### 3. Quality Assurance Audit Program

The On-Site Review Committee observed that Troy University has developed an excellent quality assurance program to ensure oversight of online courses by faculty and administrators and observed that implementation of a similar process for overseas teaching locations would significantly enhance the assurance of quality and integrity in these programs. Therefore, a Quality Assurance Audit Program has been developed and Quality Assurance Audit Teams consisting of academically qualified ranked faculty who review operations in overseas locations (not as part of their duties while teaching overseas) have been deployed to the overseas teaching locations. The absence of this approach in the past was not related to the number of full-time faculty members or to teaching loads, but to the belief that adequate assurance of quality was being provided through other means such as reviews by administrative staff and de-briefing reports to the deans from full-time faculty members after returning from teaching overseas. The On-Site Review Committee did not feel that either of these earlier approaches provided enough evidence for assessment purposes and attributed this to the availability of full-time faculty members to provide oversight. The University considers the On-Site Review Committee’s observations about

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<table>
<thead>
<tr>
<th>2.8 Table 3</th>
<th>Strategic Realignment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Campus teaching locations closed</td>
<td>4</td>
</tr>
<tr>
<td>Global Campus teaching locations that will no longer provide classroom based programs</td>
<td>11</td>
</tr>
<tr>
<td>Global Campus locations where classroom based offerings have been reduced</td>
<td>28</td>
</tr>
<tr>
<td>Total number of degree programs at Global Campus locations no longer being provided in classroom delivery</td>
<td>147</td>
</tr>
</tbody>
</table>
the need to strengthen oversight of overseas programs by ranked faculty who are academi-
cally qualified to be very useful, and Troy University has already benefited from addressing
this issue.

Ranked faculty conducted reviews of all academic programs at Ho Chi Minh City, Vietnam; Hanoi, Vietnam; and Malacca, Malaysia in July, 2009. There is no shortage of faculty members available and interested in participating in the quality assurance audits, just as there is no shortage of full-time faculty members who are eager to teach in these overseas locations. Supporting Documentation 6 provides evidence of a Quality Assurance Audit Team report, including Quality Assurance Checklists, from July, 2009.

4. Appropriate comparison of faculty resources with peer institutions

In evaluating the Troy University’s compliance to Core Requirement 2.8, it is impor-
tant to keep in mind the institution’s mission to serve residential students in southeast Ala-
bama (23% of the University’s students) as well as to serve the part-time adult students
that comprise the remaining 77% of the student body.

It is difficult to obtain perfect comparative data between institutions that takes into
account large part-time enrollments. It is also difficult to determine which institutions are
actual peers. However, the comparative data on faculty-student ratios used by *U.S. News
and World Report* does require all institutions to use the same data reported to the Inte-
grated Postsecondary Education Data System (IPEDS), even though it does grant partial
recognition for adjunct faculty. The Southern Regional Education Board (SREB) has devel-
oped a set of classifications of peer institutions that may also be viewed as an objective
approach to identify peers.

The faculty-student ratio for Troy University published by *U.S. News and World Re-
port* is in the same range as other similar regional schools, all classified as SREB Four-
Year-3 institutions and all accredited by the Southern Association of Colleges and Schools,
as shown in Table 4. The *U.S. News and World Report* formula takes into account the
number of part-time students, which is significant for Troy University. SREB Four-Year-3
institutions all offer at least 100 master’s, educational specialist, post-master’s, or doctoral
degrees each year. IPEDS data does not include any students at overseas teaching loca-
tions, but the number of Troy University overseas students in the 2007 time frame was only
150 full-time equivalents (FTEs).
5. Stakeholder Satisfaction

Student satisfaction with access to faculty members, responsiveness of faculty members, academic advising, and overall educational experience is another important source of evidence relevant to this Core Requirement because it speaks to the stakeholders’ perceptions of the quality and integrity of educational degree programs. Online course offerings and video teleconferencing enable Troy University to efficiently consolidate small numbers of students in diverse locations into class sizes that are appropriate and effective for full-time faculty members to teach. With quality assurance reviews embedded in each course, the dynamics of online education have a significant positive impact on interactions between faculty and students. Keeping in mind that more than 20,000 Troy University students take at least one course online per semester, data from the National Survey of Student Engagement (NSSE) indicates that Troy University students are clearly engaged with their faculty through online communications and are very satisfied with the level of interaction with faculty (Table 5). Likewise, NSSE data clearly shows that Troy University students are more satisfied with the quality of advising they receive than the national average for students. Overall satisfaction with the entire educational experience at Troy University is also above the national data.

<table>
<thead>
<tr>
<th>SREB Four-Year-3 Institutions</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Tennessee State University</td>
<td>21/1</td>
</tr>
<tr>
<td>Troy University</td>
<td>22/1</td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>22/1</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>22/1</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>22/1</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>23/1</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
<td>25/1</td>
</tr>
</tbody>
</table>
The quality and effectiveness of Troy University educational programs are also reflected in a spring 2009 survey conducted by Noel-Levitz. The survey indicates that Troy University’s adult students are significantly more satisfied with instructional effectiveness, academic advising, and their overall college experience at Troy University than the average satisfaction of adult students at 300 other colleges and universities (Supporting Documentation 7). This same Noel-Levitz survey also shows higher satisfaction among Troy University’s military students in terms of instructional effectiveness, advising, and overall college experience than those participating in programs at other institutions.

To some degree, the quality and integrity of an institution’s academic programs can best be evaluated through the results of its programs. While some methods of national ranking emphasize inputs, *Forbes Magazine* has developed a new methodology that attempts to measure results. Troy University was very pleased to be recognized in 2009 by *Forbes* as the top ranked public university in Alabama, based upon a set of metrics that focus on results. Similar rankings occurred in Tennessee and Kentucky, where smaller universities with a strong faculty commitment to teaching outperformed their states’ larger flagship, research universities. Troy University was ranked number 70 among all of the public universities in this national ranking published in August, 2009.

### B) Appropriate Management of Teaching Loads

In 2003, when Troy University began its merger process to bring together three separately accredited campuses, teaching load policy was one of the most sensitive merger issues. The campuses had very different historical practices that had been reviewed and approved by SACS in separate accreditations. The policy in place at the time of the on-site review was a compromise that enabled the merger to successfully take place but was never intended to be a permanent policy.

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<table>
<thead>
<tr>
<th>Engagement with faculty</th>
<th>Troy University Seniors</th>
<th>Carnegie Peers</th>
<th>National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed assignments with an instructor.</td>
<td>2.84</td>
<td>2.80</td>
<td>2.79</td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor.</td>
<td>3.45</td>
<td>3.31</td>
<td>3.33</td>
</tr>
<tr>
<td>Receive prompt feedback from faculty on academic performance.</td>
<td>2.88</td>
<td>2.77</td>
<td>2.75</td>
</tr>
<tr>
<td>Quality of academic advising.</td>
<td>3.00</td>
<td>2.83</td>
<td>2.84</td>
</tr>
<tr>
<td>Satisfaction with entire educational experience.</td>
<td>3.25</td>
<td>3.15</td>
<td>3.19</td>
</tr>
</tbody>
</table>
Changing Policies on Teaching Loads

With the sustained growth in the number of full-time faculty members and the impact of a reduction in the number of teaching locations in the University’s Global Campus, the Academic Steering Committee (chaired by the Executive Vice Chancellor/Provost and including all deans, associate provosts and campus vice chancellors) has taken note of the concerns expressed by the On-Site Review Committee and has responded by modifying the Academic Operating Procedure that governs the teaching load policy. The new policy enables deans to further reduce basic teaching loads to support ranked faculty members in conducting research and service. Approval of teaching overloads by each dean will be reviewed by the Executive Vice Chancellor/Provost, and overload requests exceeding the new policy will be eliminated.

Table 6 provides the new limits for reducing teaching overload that took effect in fall 2009. Because of sustained increases in hiring full-time faculty members, the University has already begun reducing the maximum number of overload courses for ranked faculty members. Additional reductions will be made each year for the next four years. Furthermore, the new policy supports academic deans in reducing their basic teaching loads to further support research and/or service.

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Full-Time Ranked Faculty Maximum Semester Hours Allowed for Overload Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Teaching Overload Allowed for Faculty Members (10 month contract)</td>
<td>24 semester hours per year</td>
</tr>
<tr>
<td>Maximum Teaching Overload Allowed for Faculty Members (12 month contract)</td>
<td>24 semester hours per year</td>
</tr>
</tbody>
</table>

Conclusion

Troy University maintains a sufficient number of full-time faculty members to accomplish its mission and to ensure the quality and integrity of its degree programs. The ongoing growth in hiring of full-time faculty members, particularly in Global Campus; the reduction of the number of teaching locations; greater oversight of Global Campus programs and locations by full-time faculty; the implementation of Quality Assurance Audits in overseas locations; the review of comparative data with other institutions accredited by SACS in the SREB Four-Year 3 Institution category; and the review of student satisfaction on
comparative surveys are clear evidence that the University is committed to maintaining an adequate number of full-time faculty members to ensure the quality and integrity of its academic programs. In addition, the modification of policies on full-time faculty teaching overloads will further ensure appropriate time is available for scholarship and research which will be monitored through the expanded assessment activities described in Comprehensive Standard 3.3.1.4.

Supporting Documentation

1. New full-time faculty hires in 2008-09
2. Advertisements for full-time faculty positions to be filled in 2009-10
3. Roster: Full-time faculty members who taught in overseas Global Campus locations in 2008-09
4. Reductions in numbers of teaching locations and program offerings
5. Letters from Troy University to SACS, June-July 2009 (Strategic realignment and reduced teaching locations)
7. Noel-Levitz Satisfaction Data 2009
2.8 Supporting Documentation

1. New full-time faculty hires in 2008-09
## Troy University - New Full-Time Faculty Hired
### After August 1, 2008
#### College of Arts & Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Academic Rank</th>
<th>Highest Degree Earned</th>
<th>Institution Awarding Highest Degree</th>
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<tbody>
<tr>
<td>Basta, Alfred</td>
<td>Mathematics &amp; Computer Science</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>University of Alexandria</td>
</tr>
<tr>
<td>Carlson, Robert David</td>
<td>History</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>Emory University</td>
</tr>
<tr>
<td>Daniels, Todd</td>
<td>ARMY ROTC</td>
<td>Asst. Prof.</td>
<td>B.A.</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Fiedler, Michael</td>
<td>International Relations</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Gammon, Kevin</td>
<td>Mathematics</td>
<td>Lecturer</td>
<td>Ph.D.</td>
<td>Auburn University</td>
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<tr>
<td>Hadwiger, Joy</td>
<td>Criminal Justice</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>Oklahoma State University</td>
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<tr>
<td>Henderson, Natalia</td>
<td>English</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>State University of New York – Buffalo</td>
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<tr>
<td>Holmstrom, Robert</td>
<td>ARMY ROTC</td>
<td>Asst. Prof.</td>
<td>B.A.</td>
<td>Northern Michigan University</td>
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<tr>
<td>Kosiba, Sara</td>
<td>English</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>McMullan, Elizabeth</td>
<td>Criminal Justice &amp; Social Science</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>University of Southern Mississippi</td>
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<tr>
<td>Moore, Robert</td>
<td>Criminal Justice &amp; Social Services</td>
<td>Asst. Prof.</td>
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<td>University of Southern Mississippi</td>
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<tr>
<td>Ross, Kristin</td>
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<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>Louisiana State University</td>
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<tr>
<td>Sowell, Mitch</td>
<td>Criminal Justice</td>
<td>Lecturer</td>
<td>M.S.</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Tran, Thuan</td>
<td>English</td>
<td>Lecturer</td>
<td>M.A.</td>
<td>Queens College</td>
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<tr>
<td>Waters, Patricia</td>
<td>English</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>University of Tennessee</td>
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<tr>
<td>Yu, Kewei</td>
<td>Biological &amp; Environmental Science</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>Louisiana State University</td>
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#### College of Health and Human Services

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Hall, Lynn</td>
<td>School of Nursing</td>
<td>Asst. Prof.</td>
<td>MSN</td>
<td>The University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Hodges, Tracey</td>
<td>School of Nursing</td>
<td>Asst. Prof.</td>
<td>Ed.D.</td>
<td>Auburn University</td>
</tr>
<tr>
<td>Holmes, Susan</td>
<td>School of Nursing</td>
<td>Assoc. Prof.</td>
<td>Ed.D.</td>
<td>Auburn University</td>
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<tr>
<td>Martinez, J. Michael</td>
<td>Kinesiology &amp; Health Promotion</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>Middle Tennessee State University</td>
</tr>
<tr>
<td>Matney, Sheryl</td>
<td>Human Services</td>
<td>Lecturer</td>
<td>M.S.</td>
<td>Capella University</td>
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<tr>
<td>Mills, Amy</td>
<td>School of Nursing</td>
<td>Asst. Prof.</td>
<td>M.S.N.</td>
<td>Troy University</td>
</tr>
<tr>
<td>Outlaw, Kerri</td>
<td>School of Nursing</td>
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<tr>
<td>Name</td>
<td>Department</td>
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<td>Institution Awarding Highest Degree</td>
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<tr>
<td>Parnell, Robin</td>
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<td>Asst. Prof.</td>
<td>D.S.N.</td>
<td>The University of Alabama at Birmingham</td>
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<td>St. Onge, Judith</td>
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<td>Vael, Aimee</td>
<td>School of Nursing</td>
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**College of Education**

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<tr>
<td>Boehman, Brian</td>
<td>Counseling &amp; Psychology</td>
<td>Asst. Prof. &amp; Chair</td>
<td>Ph.D.</td>
<td>Tennessee State University</td>
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<td>Ed.D.</td>
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<td>Troy University</td>
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<td>Wiesman, Lynne</td>
<td>Education</td>
<td>Asst. Prof.</td>
<td>M.B.A. Registered interpreter (RID) for 15 years</td>
<td>Maryville University</td>
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**Library**

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<th>Institution Awarding Highest Degree</th>
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<td>Knyaz, Olga</td>
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**Sorrell College of Business**

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<td>Management</td>
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<td>Ph.D.</td>
<td>Louisiana State University</td>
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<td>Name</td>
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<td>Highest Degree Earned</td>
<td>Institution Awarding Highest Degree</td>
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<td>Health Services Administration</td>
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<td>Wright, Alan</td>
<td>Business Programs/MGT</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>University of Memphis</td>
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**College of Communication and Fine Arts**

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<td>Haggard, Amy</td>
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<td>Stewart, Stephen</td>
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<td>John M. Long School of Music</td>
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<td>Troy University</td>
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2.8 Supporting Documentation

2. Advertisements for full-time faculty positions to be filled in 2009-10
Troy University is accepting applications for a full-time, tenure-track faculty position in management at the rank of Assistant or Associate Professor. Responsibilities include teaching a variety of graduate management courses in addition to student advising, program development, and maintaining an active research agenda. The candidate will also coordinate course scheduling for business and manage part-time business faculty. The student body consists primarily of working adults. The position is located in Atlanta, GA, but from time to time, the incumbent may also have teaching responsibilities at other Troy locations. Incumbents must also be willing to teach evenings or weekends and on-line, as necessary. Qualifications: An earned doctorate in business administration from a regionally accredited institution with a major or concentration in management is required, and preference is given to ACBSP or AACBP institutions. While excellence in teaching is essential, candidates must also demonstrate an active research program. Preferred areas of teaching specialization and work experience include business strategy, operations management, business ethic, HR, and related management courses with secondary specializations in organizational behavior, organizational change and leadership. Applicants should email a letter of interest, Troy University Faculty Professional Application, Curriculum Vita, and the names, addresses and phone numbers of three references to atogungbure@troy.edu, entering "MGT Faculty Search" as the subject. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, 107 Wright Hall, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Transcripts will be requested of applicants selected for interview. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran's status. Posted 8/5/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University is accepting applications for the position of Lecturer or Assistant/Associate Professor in the discipline of Economics for its location in Albany, Georgia. Troy University is a student-centered, teaching university that focuses on academic excellence. This faculty position includes student service responsibilities such as advising students, scheduling classes and administrative responsibilities. Applicants for this position should hold a doctorate in education from a regionally accredited college/university; experience teaching in a college/university setting is preferred. All qualified applicants must submit a Troy University Faculty/Staff Application Form, a cover letter, teaching philosophy essay (must be at least two pages), and resume which should include contact information for three professional references to Dr. Rodney Blackwell, Chair, Troy University Albany, 321 Williams Junior Street, Albany, Georgia 31707 or fax documents to 229-435-5062. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Review of applications will begin immediately and continue until the position is filled. Employment is contingent upon a satisfactory background check. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 7/8/09.
Troy University’s Brunswick, Georgia site is accepting applications for the position of Assistant/Associate Professor in our Criminal Justice program. REQUIREMENTS: Candidates must be experienced in delivering quality instruction to a diverse, non-traditional student body through instructor-led, on-site methods and provide evidence of sustained, above-average teaching ability (student evaluations). Candidates must hold an earned doctorate from a regionally-accredited college or university in criminal justice, or a related field, with a minimum of eighteen (18) graduate hours in the appropriate concentration to teach undergraduate and graduate-level courses. Online teaching experience is preferred. APPLICATION PROCESS: Qualified applicants should submit a letter of interest, vitae, unofficial copies of all transcripts for screening, an essay of teaching philosophy (must be at least two pages), a signed Faculty/Professional Application found at http://www.troy.edu/human resources/ProfessionalApplication.pdf., and three letters of reference documenting teaching success to: Troy University, Attn.: Faculty Search Committee, Dr. Allen R. Lowery, 2743 Perimeter Parkway, Suite 201, Augusta, GA 30909. Dr. Lowery may also be contacted by e-mail at: arlowery@troy.edu, or by fax at (706) 210-3803. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 07/18/08.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University is accepting applications for the position of Assistant/Associate Professor in the discipline of Education for its location in Covington, Georgia. This is a full-time, tenure-track position. Troy University is a student-centered, teaching university that focuses on academic excellence. This faculty position will require the professor to teach graduate courses. It also includes administrative responsibilities such as advising students, scheduling classes for education courses, recruiting students for the program, proctoring and grading comprehensive examinations, attending faculty meetings, and attending required Region meetings for faculty.

QUALIFICATIONS: Applicants for this position must have an earned doctorate degree in Education (Elementary Education preferred) from a regionally accredited College/University. Experience teaching in a higher education setting is preferred. Past experience with NCATE is a plus. Public school teaching (particularly elementary) is also desired. All qualified applicants should submit a Troy University Faculty/Staff Application form, a cover letter, teaching philosophy essay (must be at least two pages), and resume which should include contact information for three professional references to: Dr. Dionne Rosser-Mims, Asst. Professor, Troy University, 8134 Geiger Street, Covington, Georgia, 30014. Email requested documents to drosser-mims@troy.edu, or fax documents to (770) 385-8825. For further information contact Dr. Rosser-Mims at (770) 385-8315. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 7/2/09.
Troy University seeks full-time, tenure-track (Assistant, Associate, Full Professor) and non-tenure track (Lecturer) faculty of Information Systems in the Southeast Region, serving students in Georgia and the surrounding business community. Positions will be based at a teaching site within University College; however, faculty will also have the opportunity to teach courses at other TROY locations throughout the U.S., at any of 60 international locations, or online. Typically, classes are offered in the evenings, on weekends, or on non-traditional schedules supportive of international offerings. Standard faculty teaching load is two courses per 9-week term. Research and service requirements also apply for tenure track positions. This tenure-track position involves teaching a variety of graduate business and management courses as well as performing additional duties related to program development. Earned doctorate in business administration from a regionally accredited university is required. Professional experience in business strongly preferred. APPLICATION PROCEDURES: Send letter of interest, Curriculum Vita, unofficial transcripts, a 1-2 page statement of teaching philosophy, a completed Troy Faculty/Professional Staff Application, and the names, addresses, and contact information for three professional references to Ms. Beth Steed, 304 Adams Administration Bldg, Troy AL 36082. Electronic submissions can be sent to mbsteed@troy.edu. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Incomplete application packages will not be considered. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 02/29/08

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Department of Human Resources
Job Vacancies

Southeast Region (FL, GA, SC, TN)

Academics - Health and Human Services

Assistant/Associate Professor - Ft. Benning, Georgia

Troy University is accepting applications for the position of Assistant/Associate Professor in the discipline of Health and Human Services for its location at Fort Benning and Columbus, Georgia. Troy University is a student-centered, teaching University that focuses on academic excellence. Responsibilities: Candidate must be able to teach a variety of undergraduate and graduate classes in Sport Management (e.g., some combination of Management of Sport Organizations, Sport Administration, Sport Marketing, Facility/Event Management, Sport Finance, Legal Aspects in Sport, etc.) in-class and/or online. Monitor undergraduate/graduate internships and advise undergraduate/graduate students. Conduct and maintain quality research leading to or resulting in publication in scholarly, refereed journals. Seek internal and external funding to support research agenda as appropriate. Participate in professional, departmental, college, university, and community service. Qualifications: Earned doctorate or appropriate terminal degree in Sport Management or related field. University/college teaching experience with proficiency in Blackboard and/or Distance Learning. Evidence of scholarly achievements/potential in area of expertise. Salary: Commensurate with qualifications. Effective Date of Employment: Negotiable (employment can begin as soon as January, 2009)

Application Process: Review of applicants will begin Monday, November 3rd and continue until position is filled. Interested persons should send a letter of application (faculty/professional staff application) found at http://www.troy.edu/humanresources/forms.htm, letter of interest addressing credentials as they relate to the position, vita with names and contact information (mailing address, phone number, email address) of three reference persons, and official transcripts to: Ms. Charlie (Barlow) Catron, P. O. Box 52456, Ft. Benning, GA 31995 or fax requested documents to 706-689-4707 or email documents to barlowc@troy.edu. Troy University is an AA/EEOC employer and encourages applications from individuals with disabilities, females, African Americans, and other minorities. Posted 10/02/08.

Download Job Application
Department of Human Resources
Job Vacancies

Southeast Region (FL, GA, SC, TN)

Academics - Business

Lecture/Assistant/Associate Professor - Information Systems/Business - Ft. Benning

Troy University’s Fort Benning / Columbus, Georgia Site announces employment opportunity for a full-time Assistant Professor position in our graduate level Computer Information Systems discipline. Responsibilities include, but are not limited to, teaching graduate-level, and some undergraduate, information systems courses in evening, weekend, and video-teleconference formats in Columbus, Georgia and on occasion elsewhere throughout the southeastern United States, advising students, undertaking and publishing original research, assisting in planning and scheduling, participating in recruitment and marketing, orienting new students, serving as a liaison between faculty and staff, and performing university and professional service. REQUIRED QUALIFICATIONS:

- Earned doctorate in the teaching discipline from a regionally accredited institution; demonstrated teaching experience at the college or university level.
- Willing to live in the local area near Fort Benning and Columbus, Georgia.

APPLICATION PROCEDURES: All qualified applicants for the position should submit (1) Faculty/Professional Staff Application form, (2) vitae, (3) official transcripts, (4) three letters of reference, and (5) Philosophy of Teaching Essay (must be at least two typed pages) to: Ms. Debbie Mullis, Faculty Office, P. O. Box 52456, Ft. Benning, GA 31995 or fax requested documents to 706-689-4707 or email documents to mullisd@troy.edu. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Review of applications will begin immediately and continue until the position is filled. Troy University is an AA/EEOC employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 5/5/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Department of Human Resources
Job Vacancies

Southeast Region (FL, GA, SC, TN)

Academics - Education

Assistant Professor of Education - Fort Walton Beach, FL

Troy University has an opening for a faculty position: Assistant Professor of Education to teach graduate level courses in Instructional Leadership and Administration for its Master of Science in Education degree. This position is located in Fort Walton Beach, Florida. Qualifications include an earned doctorate degree in Instructional Leadership/Educational Administration or its equivalent from a regionally accredited university. Candidates are expected to be able to demonstrate the ability to integrate knowledge and successful administrative experience in the elementary and/or secondary setting. Experience as a principal in a K-12 setting is highly desirable. Duties in addition to teaching include advising, conducting research and providing university and community service. Submit letter of application, curriculum vitae, Philosophy of Teaching essay (must be at least two pages), graduate transcript(s) and the names, addresses, telephone numbers/e-mail addresses of professional references to: Ms. Jessica Jarosz, Site Director, Troy University, 81 Beal Parkway, Fort Walton Beach, FL 32548. Position is open until filled. Troy University is an AA/EOE employer and encourages applications from individuals with disabilities, females, African-Americans and other minorities. Posted 01/27/09.

Download Job Application
Troy University is accepting applications for a full-time, tenure-track position in human resource management at the rank of assistant or associate professor. Responsibilities include teaching a variety of graduate HRM courses in addition to student advising, program development, and maintaining an active research agenda. The student body consists primarily of working adults. The position is located in Troy University's Atlantic Region which is based in Norfolk, VA, but from time to time, the incumbent may also have teaching responsibilities at other Troy Locations. The incumbent must also be willing to teach evenings or weekends and online as necessary. Qualifications: An earned doctorate in business administration from a regionally accredited institution with a major or concentration in human resource management is required. While excellence in teaching is essential, candidates must also demonstrate an active research program. Preferred areas of teaching specialization and work experience include staffing, compensation, training and development, and employee relations. Applicants should email a letter of interest, curriculum vita, and the names, addresses and phone numbers of three references to saortiz@troy.edu, entering "HRM Faculty Search" as the subject. Transcripts and a formal TROY application will be requested of applicants selected for interview. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran's status. Posted 3/3/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Business

Assistant/Associate Professor of Management - Atlantic Region

Troy University is accepting applications for two full-time, tenure-track positions in management at the rank of assistant or associate professor. Responsibilities include teaching a variety of graduate management courses in addition to student advising, program development, and maintaining an active research agenda. The student body consists primarily of working adults. One position is located in Norfolk, VA; the second is located in Fayetteville, NC, but from time to time, either incumbent may also have teaching responsibilities at other Troy locations. Incumbents must also be willing to teach evenings or weekends and on-line, as necessary. Qualifications: An earned doctorate in business administration from a regionally accredited institution with a major or concentration in management is required. While excellence in teaching is essential, candidates must also demonstrate an active research program. Preferred areas of teaching specialization and work experience include strategic marketing management, business strategy, organizational behavior, leadership and motivation, business ethics, and related management courses. Secondary specializations in accounting/finance/economics considered. Applicants should email a letter of interest, curriculum vita, and the names, addresses and phone numbers of three references to saortiz@troy.edu, entering “MGT Faculty Search” as the subject. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Applicants must also indicate the position location for which they are applying. Transcripts and a formal TROY application will be requested of applicants selected for interview. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 3/3/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Assistant/Associate Professor of Public Administration-
Atlantic Region

Troy University is accepting applications for a full-time, tenure-track position in public administration at the rank of assistant or associate professor. The position is responsible for teaching graduate public administration courses in Troy University’s Atlantic Region which is based in Norfolk, VA. Teaching sites are located at military bases and municipal locations in Maryland, North Carolina and Virginia. Applicant must be willing to teach at multiple sites within the region on evenings or weekends and on-line as necessary. The normal teaching load is eight courses per year. The student body consists primarily of mid-career governmental administrators, public safety officials, and related occupations. In addition to teaching, the successful candidate will be expected to advise students; maintain office hours; assist with new student orientations, course scheduling, recruiting students, and curriculum development; undertake an active research program; share in the work of the MPA program; and apply professional expertise in the service of the University, the community, and the discipline. Excellence in teaching is expected – both in the classroom and in mentoring/advising students outside the classroom. Qualifications: An earned doctorate in public administration or political science from a regionally accredited institution is required. While excellence in teaching is essential, candidates must also demonstrate an active research program. Preferred areas of teaching specialization and work experience include program evaluation, public policy, foundations of public administration, public budgeting and related public management courses. Applicants should email a letter of interest, curriculum vita, and the names, addresses and phone numbers of three references to saortiz@troy.edu, entering "MPA Faculty Search" as the subject. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Transcripts and a formal TROY application will be requested of applicants selected for interview. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 3/3/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University Pacific Region is accepting applications for Full-Time and Adjunct (Part-Time) faculty for teaching positions in Okinawa, Japan; Misawa, Japan; and Seoul, Korea. Candidates must have earned a doctorate in the teaching disciplines of International Relations. Troy University is a student-centered, teaching university that focuses on academic excellence. It is dedicated to providing students from diverse backgrounds an academically challenging education. Teaching duties will include both classroom and online instruction. Incumbents will have access to US Military Bases and carry DoD ID cards, thus, must be US Citizens and able to pass a security background investigation. Troy University will accept applications through submission of a letter of application, curricula vitae, unofficial transcripts, and three letters of reference to Troy University, ATTN: Mr. Phillip W. Gray: Director, Pacific Region; 18 MSS/DPE; Unit 5134; Box 40; APO AP 96368-5134; FAX: 011-81-611-734-2041 or e-mail pgray6867@troy.edu. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Application can be found at http://www.troy.edu/humanresources/forms.htm. Troy University is an AA/EEOC employer and encourages applications from individuals with disabilities, females, and minorities. Posted 2/2/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Department of Human Resources
Job Vacancies

Southeast Region (FL, GA, SC, TN)

Academics - Education

Assistant Professor of Education – Tampa, FL

Troy University has an opening for a faculty position: Assistant Professor of Education to teach graduate level courses in Instructional Leadership and Administration for its Master of Science in Education degree. This position is located in Tampa, Florida. Qualifications include an earned doctorate degree in Instructional Leadership/Educational Administration or its equivalent from a regionally accredited university. Candidates are expected to be able to demonstrate the ability to integrate knowledge and successful administrative experience in the elementary and/or secondary setting. Experience as a principal in a K-12 setting is highly desirable. Duties in addition to teaching include advising, conducting research and providing university and community service. Submit letter of application, curriculum vitae, Philosophy of Teaching essay (must be at least two pages), graduate transcript(s) and the names, addresses, telephone numbers/e-mail addresses of professional references to: Ms. Carol Walters, Site Director, Troy University, 5201 W. Kennedy Blvd., Suite 110, Tampa, FL 33609. Review of candidates will continue until candidate is selected. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African-Americans and other minorities. Posted 2/10/09.

Download Job Application
Southeast Region (FL, GA, SC, TN)

Academics - Business

Assistant/ Associate Professor in Public Administration - Atlanta, GA

Troy University's Atlanta Site invites applications for a full-time tenure-track position at the Assistant/ Associate Professor level. We are seeking a candidate with superb teaching skills and a genuine passion for teaching and mentoring students. Teaching responsibilities include teaching graduate public administration courses at the Atlanta location and other TROY locations and may include online courses. The normal teaching load is eight courses per year. In addition to teaching, the successful candidate will be expected to advise students; maintain office hours; assist with new student orientations; participate in site marketing or recruiting efforts; curriculum development; and research. The position will actively participate in the site and department's MPA program, and apply professional expertise in the service of the University, the community, and the discipline. An earned Ph.D. in political science or public administration or DPA is required. A complete application should include:

- Troy University Application for Employment – Faculty/Professional Staff available at http://www.troy.edu/humanresources/ProfessionalApplication.pdf
- A letter of interest
- Curriculum vitae
- College transcripts
- Three letters of reference
- Sample of peer-reviewed scholarship
- Statement of Teaching Philosophy
- Documentation of teaching excellence, such as course evaluations

Send materials to Dr. Leora Waldner, MPA Search Committee Chair, Troy University Atlanta Site, 1117 Perimeter Center West SteN101, Atlanta, GA 30338. Send a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Review of applicants will begin May 15, 2009, and continue until the position is filled. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 4/16/09.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Dothan AL

Academics - Health and Human Services

Asst/Assoc/Full Professor of Nursing

The Troy University School of Nursing in the College of Health and Human Services (CHHS) seeks applications and nominations for full-time tenure track Assistant/Associate/Full Professor of Nursing Faculty with primary assignments in the new Doctor of Nursing Practice Program on the Montgomery, Troy, Phenix City and Dothan Campuses to begin August 2009. The Graduate Nursing Program is one of three programs offered by the School of Nursing. Leaders in nursing education for 40 years, programs are accredited by the National League for Nursing Accrediting Commission. Full-time tenure track faculty positions are available with teacher responsibilities in the Graduate Nursing Program.

Qualifications of the successful candidate will include: doctoral preparation in nursing, research-focused or practice-focused with clinical certification (Nurse Practitioner or Clinical Nurse Specialist preferred). Graduate teaching experience and course development/planning skills are desirable. Experience with online course delivery is a plus. Effective leadership skills and the ability to work collegially in a small group of dedicated graduate faculty required. Eligibility for RN licensure in Alabama required. Salary and rank are competitive based on qualifications and experience. Review of applications will begin immediately and continue until the positions are filled. More information about the University and the School of Nursing may be found at www.troy.edu and http://troy.troy.edu/nursing. Send letter of inquiry, completed application (http://www.troy.edu/humanresources/ProfessionalApplication.pdf), current curriculum vita, transcripts, three letters of professional reference and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Applications will be considered until position filled. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 2/10/09

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Business

Assistant/Associate Professor Accounting - Dothan

Accounting: Troy University Dothan seeks applicants for full-time, ten-month, tenure track position at the assistant/associate professor level. Requires an earned doctorate in specified field or other closely related business discipline from an AACSB accredited institution; ABD's will be considered; ability to teach wide range of accounting courses preferred. Salary negotiable. Interested applicants should submit a letter of application, resume, transcripts, three professional references, and a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. 10/08

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Education

Assistant/Associate Professor ECE/ELE & Department Chair - Dothan

The College of Education at Troy University Dothan is seeking an energetic and creative individual for a full-time, tenure-track Assistant/Associate Professor in Early Childhood Education/Elementary Education. The position will meet the needs of a growing, dynamic, and innovative program. Qualifications: An earned doctorate in early childhood education or elementary education is preferred, however, ABD candidates will be considered. Candidates must have at least three years experience as a P-6 classroom teacher. Qualified applicants are collaborative individuals committed to innovative approaches to teaching and to modeling exemplary methods for working with diverse populations. Duties: In addition to teaching, responsibilities include advising students and supervision of field experiences at the graduate and undergraduate levels. Education faculty members engage in professional research and work collaboratively in and outside the University. Courses include content such as child development, curriculum integration, science and social studies methods, classroom guidance, inquiry in education, and diversity in education. THIS POSITION WILL SERVE AS DEPARTMENT CHAIR. Salary is competitive and commensurate with experience and qualifications. Salary also includes a 12 month contract for department chair duties. Interested applicants should submit an application, a cover letter that explains the applicant’s suitability for position, curriculum vitae, names, addresses, phone numbers and e-mails of three professional references and a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. 05/2007

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Disclosure and Authorization to Obtain Information Form
Assistant Associate Professor Business Law - Dothan

Business Law: Troy University Dothan seeks applicants for this full-time, tenure-track, position at the assistant/associate professor. Requires an earned J.D. from an accredited institution; MBA with J.D. is desired; ability to teach undergraduate and graduate courses in Business Law is preferred. A track record of primary research and publications desired. Salary negotiable. Interested applicants should submit a letter of application, resume, transcripts, and three professional references, a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Troy University Dothan, is an EEO/AA/ADA employer and encourages applications from all minorities. Anyone requiring special accommodations is encouraged to contact the Human Resource Director at (334)983-6556, Ext 208. 4/24/2009
The Dothan Campus of Troy University seeks applicants for a full-time, tenure-track, faculty position in Criminal Justice at the rank of Assistant or Associate Professor. Responsibilities include teaching a variety of undergraduate and graduate criminal justice courses, advising, service, and maintaining an active research agenda. Qualifications: A Ph.D. in Criminal Justice/Criminology or a closely related area is required with a successful record of college teaching. Practical experience in either law enforcement or corrections desirable. Highly qualified individuals at the dissertation stage may be considered if degree completion is anticipated by January 2009 and must be accompanied by a letter from one’s committee chair. Salary is regionally competitive. Position available January 1, 2009. Application Procedures: Qualified individuals must submit a letter of application, resume/vitae, all degree-granting transcripts, Troy Faculty/Professional Staff Application (available on line), and at least three professional references to Director of Human Resources, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36304. Review of applications begins immediately and will continue until position is filled. Troy University is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from women, African Americans, and individuals with disabilities. 08/07/2008
Assistant/Associate Professor of Elementary Education (2 positions)- Dothan

The College of Education at Troy University Dothan is seeking an energetic and creative individual for a tenure-track Assistant/Associate Professor in Elementary Education. The position will meet the needs of a growing, dynamic, and innovative program. Qualifications: An earned doctorate in elementary education is preferred, however, ABD candidates will be considered. Candidates must have at least three years experience as a K-6 classroom teacher. Qualified applicants are collaborative individuals committed to innovative approaches to teaching and to modeling exemplary methods for working with diverse populations. Duties: In addition to teaching, responsibilities include advising students and supervision of field experiences at the graduate and undergraduate levels. Elementary Education faculty members engage in professional research and work collaboratively in and outside the University. Elementary Education courses include content such as child development, curriculum integration, science and social studies methods, classroom guidance, inquiry in education, and diversity in elementary education. Salary is competitive and commensurate with experience and qualifications. Interested applicants should submit an application (see link below), a cover letter that explains the applicant’s suitability for position, curriculum vitae, names, addresses, phone numbers and e-mails of three professional references and a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities.

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Dothan AL

Academics - Business

Assistant/Associate Professor Management - Dothan

Management: Troy University Dothan seeks applicants for full-time, ten-month, tenure track position at the assistant/associate professor level. Requires an earned doctorate in management/human resources from an AACSB accredited institution; ABD’s will be considered; ability to teach wide range of management and human resources courses preferred. A track record of primary research and publications is desired. Salary negotiable. Interested applicants should submit a letter of application, resume, transcripts, three professional references, and a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. 10/08

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- Policies
- Staff
- Students
- Training

Important Links
- BOBS
- Calendar
- ePolicy Manual
- Teacher Retirement
- Travel Policy

TROY QUICK LINKS
- Troy University
- Troy Alabama 36082, (800) 251-9716, (334) 670-3000
- Read our Disclaimer
- Trojan E-mail
- Advancement
- External Relations
- Community Involvement
- International Students
- Athletics

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Academics - Education

Assistant Associate Professor School Psychology & School Psychometry-Dothan

Troy University Dothan seeks applicants for this full-time, tenure-track, faculty position at the assistant/associate professor level depending on experience and training. Requires an earned doctorate in school psychology. Preference will be given to graduates of APA accredited programs with prior teaching. Applicants must have a least 3 years experience at the college/university level and/or 5 years of working within a school system as a school psychologist. Applicants must be eligible for licensure in the state of Alabama as a school psychologist. Faculty-level responsibilities include overseeing the school psychology program, teaching graduate courses, advisement of graduate students, pursuit of a scholarship and research agenda, service on committees at all levels, involvement in service to the community, and supervision of practica and internships. Applicants should submit a letter of interest, current curriculum vitae, copies of all transcripts, names and telephone numbers of five professional references, a signed Disclosure and Authorization to Obtain Information Form to Human Resource Director, Troy University, Dothan Campus, P.O. Box 8368, Dothan, AL 36303. Employment is contingent upon a satisfactory background check. Review of applications will begin immediately and continue until the position is filled. updated 07/28/2008

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University Dothan Campus seeks applications for a full-time, non-tenure track faculty position in Mathematics at the rank of Lecturer. A Master’s degree in mathematics or a Master’s degree in a related field with a minimum of 18 graduate semester hours in mathematics is required. Responsibilities include teaching freshman and sophomore level mathematics courses, advising students, and serving on committees as needed. Previous teaching at the college level is preferred. The position is available August 1, 2009. Qualified individuals must submit a letter of application, resume/vitae, undergraduate and graduate transcripts, Troy Faculty/Professional Staff Application (available online), a signed Disclosure and Authorization to Obtain Information Form and at least three letters of professional references to Janet McQueen, Director of Human Resources, Troy University, Dothan Campus, P. O. Box 8368, Dothan, AL 36304. The Search Committee will begin reviewing applications immediately, and will continue until the position is filled. Troy University Dothan Campus is an EEO/AA/ADA employer and encourages applications from all minorities. Anyone requiring special accommodations is encouraged to contact the Human Resources Director at (334) 983-6556, Ext. 208. 01/2009
The Troy University School of Nursing in the College of Health and Human Services (CHHS) seeks applications and nominations for full-time tenure track Assistant/Associate/Full Professor of Nursing Faculty with primary assignments in the new Doctor of Nursing Practice Program on the Montgomery, Troy, Phenix City and Dothan Campuses to begin August 2009. The Graduate Nursing Program is one of three programs offered by the School of Nursing. Leaders in nursing education for 40 years, programs are accredited by the National League for Nursing Accrediting Commission. Full-time tenure track faculty positions are available with teacher responsibilities in the Graduate Nursing Program.

Qualifications of the successful candidate will include: doctoral preparation in nursing, research-focused or practice-focused with clinical certification (Nurse Practitioner or Clinical Nurse Specialist preferred). Graduate teaching experience and course development/planning skills are desirable. Experience with online course delivery is a plus. Effective leadership skills and the ability to work collegially in a small group of dedicated graduate faculty required. Eligibility for RN licensure in Alabama required. Salary and rank are competitive based on qualifications and experience. Review of applications will begin immediately and continue until the positions are filled. More information about the University and the School of Nursing may be found at www.troy.edu and http://troy.troy.edu/nursing. Send letter of inquiry, completed application (http://www.troy.edu/humanresources/ProfessionalApplication.pdf), current curriculum vita, transcripts, three letters of professional reference and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Applications will be considered until position filled. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 2/10/09
GENERAL INFORMATION: Troy University, Montgomery Campus is currently accepting applications for the full-time, tenure-track, faculty position of Assistant/Associate/Full Professor of School Psychology for the College of Counseling, Psychology, and Education. Rank will be dependent on experience and training.

RESPONSIBILITIES: Duties include, but are not limited to: overseeing the school psychometry program; teaching graduate courses; advising graduate students; engaging in scholarship and research; service on committees at all levels; involvement in service to the community; advisement of graduate students; and supervision of Practicum and Internship students.

REQUIRED QUALIFICATIONS: Qualified candidates must have an earned doctorate in School Psychology, or candidates must be in the final semester in defense of a doctoral degree. Candidates must be eligible for licensure in the State of Alabama as a school psychologist. Experience working within a school system as a school psychologist is required. All candidates must meet employment eligibility requirements in accordance with the Immigration Reform and Control Act of 1989.

DESIRED QUALIFICATIONS: Preference will be given to graduates of APA accredited programs, with prior teaching experience at the college/university level. Experience working within a school system as a school psychologist is required. All candidates must meet employment eligibility requirements in accordance with the Immigration Reform and Control Act of 1989.

APPLICATION PROCEDURES: Interested candidates must submit a letter of interest, a current curriculum vitae, contact information for five professional references, unofficial copies of degree granting transcripts, and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL 36103-4419. Employment is contingent upon a satisfactory background check. Review of applications will begin immediately and continue until the position is filled. Please direct all questions to Dr. Len Kitchens of the College of Education, Montgomery Campus at hkitchens@troy.edu. The Troy University System is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, individuals with disabilities, African Americans and other minorities.

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Summary Of Your Rights Under The Fair Credit Reporting Act
Disclosure and Authorization to Obtain Information Form
Department of Human Resources

Montgomery AL

Academics - Education

Assistant/Associate/Full Professor of Psychology

GENERAL INFORMATION: Troy University, Montgomery Campus is currently accepting applications for the full-time, tenure-track, faculty position of Assistant/Associate/Full Professor of Psychology for the College of Counseling, Psychology, and Education. Rank will be dependent on experience and training.

RESPONSIBILITIES: Duties include, but are not limited to: teaching undergraduate resident and eCampus courses; advising undergraduate students; engaging in scholarship and research; service on committees at all levels; and involvement in service to the community. REQUIRED QUALIFICATIONS: Qualified candidates must possess an earned doctorate in Psychology (Note: Applicants considered at the Assistant level may be in the final semester in defense of a doctoral degree). All candidates must meet employment eligibility requirements in accordance with the Immigration Reform and Control Act of 1989. DESIRED QUALIFICATIONS: Preference will be given to graduates of APA accredited programs, with prior teaching experience at the college/university level.

APPLICATION PROCEDURES: Interested candidates must submit a letter of interest, a current curriculum vitae, contact information for five professional references, unofficial copies of degree granting transcripts, and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL 36103-4419. Employment is contingent upon a satisfactory background check. Review of applications will begin immediately and continue until the position is filled. Please direct all questions to Dr. Len Kitchens of the College of Education, Montgomery Campus at hkitchens@troy.edu. The Troy University System is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, individuals with disabilities, African Americans and other minorities.

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Montgomery, AL

College of Arts and Sciences

Assistant/Associate Professor of English

Troy University, Montgomery Campus is currently accepting applications for the full-time faculty position of Assistant/Associate Professor of English for the College of Arts and Sciences. Troy University is an international university with more than 25,000 students. Located in Montgomery, the capital city of Alabama, the Montgomery Campus is an urban evening university, dedicated to providing excellence in traditional and non-traditional educational opportunities for mature students of all racial and ethnic backgrounds. Current enrollment is over 3000 students. The College of Arts and Sciences is the largest of the three academic colleges on the Montgomery campus, with faculty committed to teaching and scholarship in their respective fields, and offers undergraduate degrees in the Arts and Sciences, graduate courses for degrees in Education, and a graduate degree in Computer Science. Duties include, but are not limited to: teaching English at the undergraduate and graduate levels, scholarship, and university service. Qualified candidates must have an earned doctorate in English from an accredited institution of higher education. Experience in teaching undergraduate English, knowledge and experience in a variety of instructional delivery methods, evidence of scholarly/professional activity, and experience in dealing with adult learners is preferred. Experience in curriculum development, an emphasis in rhetoric and composition, and the ability to teach literature surveys and upper division/graduate courses is also desirable. Interested applicants must submit a resume with a cover letter; a minimum of three references; unofficial copies of degree granting transcripts; and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL 36103-4419. The position has a start date of August 1, 2009. Review of applications will begin January 31, 2009 and continue until the position is filled. Employment is contingent upon a satisfactory background check. The Troy University System is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, individuals with disabilities, African Americans and other minorities. 9/17/08
Montgomery, AL

College of Business

Assistant/Associate Professor of Finance

Troy University, Montgomery Campus is currently accepting applications for the full-time faculty position of Assistant/Associate Professor of Finance for the Sorrell College of Business. Troy University, Montgomery Campus is dedicated to providing educational opportunities for traditional and nontraditional students with the highest academic standards. Troy University, Montgomery Campus and the College of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Duties include, but are not limited to: teaching undergraduate and graduate courses in Finance, leadership in program development at the undergraduate and graduate level in Finance, engaging in scholarly activities, mentoring adjunct faculty, commitment to service, and other duties as identified by the Associate Dean of the Sorrell College of Business. A Ph.D. or D.B.A. in Finance is required. ABDs near completion will be considered.

All candidates must meet employment eligibility requirements as set forth in the Immigration Reform & Control Act of 1989. Preference will be given to individuals with strong records of research and teaching. Interested applicants must submit a cover letter; application; resume or curriculum vitae; a minimum of five references; and one unofficial copy of transcripts from all institutions attended to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL, 36103-4419. Review of applications will begin immediately and will continue until the position is filled. Please direct all questions to Dr. Anthony Rhee of the Sorrell College of Business, Montgomery Campus at arhee@troy.edu. Troy University is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from individuals with disabilities, women, African-Americans, and other minorities. 8/21/08
Montgomery, AL

College of Business

Assistant/Associate/Full Professor of Human Resources

Troy University, Montgomery Campus is currently accepting applications for the full-time, tenure-track, faculty position of Professor of Human Resources for the Sorrell College of Business. Troy University, Montgomery Campus is dedicated to providing educational opportunities for traditional and nontraditional students with the highest academic standards. Troy University, Montgomery Campus and the College of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Duties include, but are not limited to: teaching undergraduate and graduate courses in Human Resources and Management, leadership in program development at the undergraduate and graduate level in Human Resources, engaging in scholarly activities, mentoring adjunct faculty, commitment to service, and other duties as identified by the Associate Dean of the Sorrell College of Business. A Ph.D. or D.B.A. in Human Resources is required. ABDs near completion will be considered.

All candidates must meet employment eligibility requirements as set forth in the Immigration Reform & Control Act of 1989. Preference will be given to individuals with strong records of research and teaching. Additionally, preference will be given to individuals who are actively engaged in the Society for Human Resource Management (SHRM). Interested applicants must submit a cover letter; application; resume or curriculum vitae; a minimum of five references; one unofficial copy of transcripts from all institutions attended; and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL, 36103-4419. Review of applications will begin immediately and will continue until the position is filled. Please direct all questions to Dr. Anthony Rhee of the Sorrell College of Business, Montgomery Campus at arhee@troy.edu. Employment is contingent upon a satisfactory background check. Troy University is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from individuals with disabilities, women, African-Americans, and other minorities. 2/20/09
Montgomery, AL

College of Business

Assistant Professor of Information Systems

Troy University, Montgomery Campus is currently accepting applications for the full-time faculty position of Assistant Professor of Information Systems for the Sorrell College of Business. Troy University, Montgomery Campus is dedicated to providing educational opportunities for traditional and nontraditional students with the highest academic standards. Troy University, Montgomery Campus and the College of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Duties include, but are not limited to: teaching undergraduate and graduate courses in Information Systems, leadership in program development at the undergraduate and graduate level in Information Systems, engaging in scholarly activities, mentoring adjunct faculty, commitment to service, and other duties as identified by the Associate Dean of the Sorrell College of Business. An earned Ph.D. in Management with a concentration in Information Systems, or a closely related field, is required. ABDs near completion will not be considered. All candidates must meet employment eligibility requirements as set forth in the Immigration Reform & Control Act of 1989. Preference will be given to individuals with strong records of research, teaching, and administrative service. Interested applicants must submit a cover letter; application; curriculum vitae; a minimum of five references; and one unofficial copy of transcripts from all institutions attended to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL, 36103-4419. Review of applications will begin immediately and will continue until the position is filled. Troy University is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from individuals with disabilities, women, African-Americans, and other minorities. 1/23/09
Montgomery, AL  

College of Business  

Assistant/Associate/Full Professor of Marketing  

Troy University Montgomery Campus is currently accepting applications for the full-time faculty position of Assistant/Associate/Full Professor of Marketing for the College of Business. Troy University Montgomery Campus is dedicated to providing educational opportunities for traditional and nontraditional students with the highest academic standards. Troy University Montgomery Campus and the College of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Duties include, but are not limited to: teaching undergraduate and graduate courses in Marketing, leadership in program development at the undergraduate and graduate level in Marketing, engaging in scholarly activities, mentoring adjunct faculty, service to the College and the University, and other duties as identified by the Associate Dean of the College of Business. Qualified candidates must possess a Ph.D. or D.B.A. in Marketing. ABDs near completion will be considered.

All candidates must meet employment eligibility requirements as set forth in the Immigration Reform & Control Act of 1989. Preference will be given to individuals with strong records of research and teaching. Interested applicants must submit a cover letter; resume or curriculum vitae; contact information for at least five references; unofficial copies of transcripts from all institutions attended; and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL, 36103-4419. Review of applications will begin immediately and will continue until the position is filled. Please direct all questions to Dr. Anthony Rhee of the Sorrell College of Business, Montgomery Campus at arhee@troy.edu. Employment is contingent upon a satisfactory background check. The Troy University System is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from individuals with disabilities, women, African-Americans and other minorities. 4/15/09
Montgomery, AL

College of Counseling, Psychology, and Education

Assistant/Associate/Full Professor of Rehabilitation Counseling

Troy University, Montgomery Campus is currently accepting applications for the full-time, tenure-track, faculty position of Assistant/Associate/Full Professor of Rehabilitation Counseling for the College of Counseling, Psychology, and Education. Troy University is an international university with more than 25,000 students. Located in Montgomery, the capital city of Alabama, the Montgomery Campus is an urban evening university, dedicated to providing excellence in traditional and non-traditional educational opportunities for mature students of all racial and ethnic backgrounds. Duties include, but are not limited to: teaching specialized courses in rehabilitation counseling and other counseling courses; working with the Troy University Rehabilitation Counseling Team to maintain CORE accreditation on the Montgomery Campus; pursuit of a scholarship and research agenda; service on committees at all levels; involvement in service to the community; advisement of graduate students; and supervision of Practicum and Internship students. Qualified candidates must have an earned doctorate, or candidates must be in the final semester in defense of a doctoral degree. CRC credentials and experience in the field of rehabilitation counseling are also required.

All candidates must meet employment eligibility requirements in accordance with the Immigration Reform and Control Act of 1989. Preference will be given to graduates of CORE accredited programs. Interested applicants must submit a letter of application, a current curriculum vitae, a minimum of three references, unofficial copies of degree granting transcripts, and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL 36103-4419. Review of applications will begin immediately and continue until the position is filled. Employment is contingent upon a satisfactory background check. The Troy University System is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, individuals with disabilities, African Americans and other minorities. 9/30/08
Montgomery AL

Academics - Education

Department Chair and Associate/Full Professor of Counseling

GENERAL INFORMATION: Troy University, Montgomery Campus is currently accepting applications for the full-time, tenure-track, faculty position of Department Chair and Associate/Full Professor of Counseling for the College of Counseling, Psychology, and Education. Troy University is an international university with more than 25,000 students. Located in Montgomery, the capital city of Alabama, the Montgomery Campus is an urban evening university, dedicated to providing excellence in traditional and non-traditional educational opportunities for mature students of all racial and ethnic backgrounds.

RESPONSIBILITIES: Duties include, but are not limited to: supervising nine faculty members; overseeing six graduate programs and one undergraduate program; managing the departmental budget; responding to student and/or faculty issues; planning and evaluating programs in support of the department and College of Education’s goals and activities; maintaining CACREP and NCATE accreditation and Alabama State Department of Education regulations related to departmental programs; maintaining open lines of communication with faculty, staff, students, administration, regional school systems, and groups/individuals within the University and global community; coordinating as a team member with other Department Chairs located on other Troy University campuses, both in Alabama and worldwide; teaching specialized courses in school counseling and other counseling courses; pursuing a scholarship and research agenda; serving on committees at all levels; involvement in service to the community; advising graduate students; and supervising Practicum and Internship students. The Department Chair will receive a yearly stipend and a reduced teaching load.

REQUIRED QUALIFICATIONS: Qualified candidates must possess an earned doctorate in Counselor Education from a CACREP accredited program. Experience as a school counselor and a primary identification with the profession of school counseling are required. Qualified candidates must exhibit strong communication and leadership skills in all activities. All candidates must meet employment eligibility requirements in accordance with the Immigration Reform and Control Act of 1989. DESIRED QUALIFICATIONS: Administrative experience in higher education is strongly desired.

APPLICATION PROCEDURES: Interested applicants must submit a letter of application, a current curriculum vitae, a minimum of three references, unofficial copies of degree granting transcripts, and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University Montgomery Campus, P.O. Drawer 4419, Montgomery, AL 36103-4419. Review of applications will begin immediately and continue until the position is filled. Employment is contingent upon a satisfactory background check. The Troy University System is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, individuals with disabilities, African Americans and other minorities.

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Health and Human Services

Asst.-Assoc.-Full Professor of Nursing, BSN (Adult Acute Care)

Troy University School of Nursing in the College of Health and Human Services (CHHS) seeks applications and nominations for full-time tenure track Assistant/Associate/Full Professor of Nursing for the BSN Program on the Troy campus to begin August 2009. The BSN program is accredited by the NLNAC and approved by the Alabama Board of Nursing and is one of four programs offered by the School of Nursing, a leader in nursing education for 40 years. Doctorate in nursing preferred or master’s degree in nursing with plans for doctoral study required. Recent teaching experience and specialization in adult acute care nursing preferred. Eligibility for RN licensure in Alabama required. Salary and rank are competitive based on qualifications and experience. Review of applications will begin immediately and continue until the position is filled. More information about the University and the School of Nursing may be found at www.troy.edu and http://troy.troy.edu/nursing. Send letter of inquiry, completed application (http://www.troy.edu/humanresources/ProfessionalApplication.pdf), current curriculum vitae, transcripts, three letters of professional reference and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Applications will be considered until position is filled. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans, and other minorities. Posted 04/23/09

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy AL

Academics - Health and Human Services

Asst- Assoc-Full Professor of Nursing

The Troy University School of Nursing in the College of Health and Human Services (CHHS) seeks applications and nominations for full-time tenure track Assistant/Associate/Full Professor of Nursing Faculty with primary assignments in the new Doctor of Nursing Practice Program on the Montgomery, Troy, Phenix City and Dothan Campuses to begin August 2009. The Graduate Nursing Program is one of three programs offered by the School of Nursing. Leaders in nursing education for 40 years, programs are accredited by the National League for Nursing Accrediting Commission. Full-time tenure track faculty positions are available with teacher responsibilities in the Graduate Nursing Program.

Qualifications of the successful candidate will include: doctoral preparation in nursing, research-focused or practice-focused with clinical certification (Nurse Practitioner or Clinical Nurse Specialist preferred). Graduate teaching experience and course development/planning skills are desirable. Experience with online course delivery is a plus. Effective leadership skills and the ability to work collegially in a small group of dedicated graduate faculty required. Eligibility for RN licensure in Alabama required. Salary and rank are competitive based on qualifications and experience. Review of applications will begin immediately and continue until the positions are filled. More information about the University and the School of Nursing may be found at www.troy.edu and http://troy.troy.edu/nursing. Send letter of inquiry, completed application (http://www.troy.edu/humanresources/ProfessionalApplication.pdf), current curriculum vita, transcripts, three letters of professional reference, and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Applications will be considered until position filled. Employment is contingent on a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 2/10/09

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Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University invites applications for Assistant/Associate Professor of Computer Science for the growing computer science program at the Troy Campus. Salary and rank will be commensurate with experience and qualifications. Requirements include a Ph.D. in computer science, demonstrated excellence in teaching, effective communication skills, and evidence of scholarly productivity. Screening of applicants will begin September 1, 2009 and continue until the position is filled. Send a letter of application, current curriculum vitae, official transcripts of all degrees, three letters of professional reference, and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 6/03/09 Updated posting 6/09/09

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Troy University invites applications for a full time, 10-month renewable contract, tenure track position as Assistant or Associate Professor. The successful candidate will regularly teach introductory courses in World History and periodically an upper division course on the Far East. Some graduate level background on the latter subject is preferred. Additionally, the candidate will be expected to conduct upper division courses pertaining to European history from the seventeenth through twentieth centuries. The possibility of additional summer and on-line teaching exists. The candidate should have a PhD in history in hand by May 2010. The position begins August 2010. Review of applications will begin immediately and will continue until the position is filled. Applications will be accepted until December 15, 2009. Applicants should send an application letter, curriculum vitae, transcripts, evidence of effective teaching, three letters of recommendation with full contact information and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Troy University is an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 8/18/09

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Business

Asst.-Assoc. Prof. of Information Systems/Quantitative Methods, Phenix City

Troy University, Phenix City Campus, is accepting applications for a full-time, tenure-track position in Information Systems/Quantitative Methods at the rank of assistant or associate professor. The student body consists primarily of working adults, and classes are conducted evenings and weekends. Troy University, Phenix City Campus, and the College of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

RESPONSIBILITIES: Duties include, but are not limited to: teaching undergraduate and graduate information systems courses along with quantitative methods courses at both the undergraduate and graduate level, engaging in scholarly activities, mentoring adjunct faculty, service on university committees, student advising, and other duties as identified by the Department Chair of Business and the Dean of the Sorrell College of Business.

REQUIRED QUALIFICATIONS: An earned doctorate in business administration (Ph.D. or D.B.A.) from a regionally accredited institution with a major or concentration in information systems and quantitative methods is required. Interested applicants must submit a cover letter, resume or curriculum vitae, three references, and a signed Disclosure and Authorization to Obtain Information form to: Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Transcripts and a formal TROY application will be requested of applicants selected for interview. Review of applications will begin immediately and continue until the position is filled. Troy University is an Equal Employment Opportunity and Affirmative Action Employer. We do not discriminate on the basis of sex, race, religion, nationality, age, ethnicity, disability or veteran’s status. Posted 8/20/09

Download Job Application

Disclosure and Authorization to Obtain Information Form
Academics - Health and Human Services

Assistant-Associate Professor, Social Work

Troy University seeks a social work educator for a CSWE accredited undergraduate social work program to fill an Assistant/Associate Professor, tenure track position at our Phenix City Campus. Applicants should be able to teach across the curriculum to include HBSE, Social Policy, Social Work Methods, and Social Work Research. A doctorate in social work and an MSW with five years of licensed social work experience is preferred. Teaching experience in social work education is required. In addition to the required academic preparation and professional experience, we seek individuals who are focused on developing educational leadership skills and willing to use developing course delivery methods. Send letter of application, resume, transcripts, and a signed Disclosure and Authorization Form to Human Resources, Troy University, 107 Wright Hall, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 3/05/09

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Arts & Sciences

Assistant Professor of Geomatics

Troy University is accepting applications for a tenure-track, ten month (academic year) faculty position in the Surveying and Geomatics Sciences Program. Requirements include at least a Masters Degree in Surveying and Mapping, Geomatics, or related equivalent experience that would permit faculty certification in the field. Successful candidate must demonstrate expertise in several of the following areas: classical survey fundamentals; land surveying; land parcel administration and law; land survey practice; construction layout; subdivision; and land development. Preference may be given to candidates who can demonstrate good teaching skills and have experience in the Geomatics field. The possession of a land survey license in Alabama is required within two years of employment. The Surveying and Geomatics Sciences Program has extensive laboratory facilities including hardware such as RTK GPS, total stations, digital photogrammetric workstations, reflectorless total stations, TDS Ranger data collectors, and digital levels. The computer lab has leading edge survey packages such as Autodesk Civil 3D, Carlson, ArcGIS, Imagine, MicroStation, and EaglePoint. The salary of the job position is dependent upon qualifications and experience of the applicant. Review of applications will begin August 15, 2009 and continue until the position is filled. Send letter of application, curriculum vitae, transcripts, a list of three references and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, Al 36082. Employment is contingent upon a satisfactory background check. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 12/04/08 Updated posting 6/03/09

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form

Trojan E-mail
Advancement External Relations
Community Involvement
International Students
Athletics
Academics Staff

Head of Reference and Public Services, Library

Troy University Libraries is seeking an innovative, creative, knowledgeable and experienced library leader to lead the reference and public services team including 5 librarians, 1 professional, 2 clerical and 20 student assistants. In an online environment, this person is responsible for the overall leadership, planning and management of reference and public services. This consists of reference desk services including evenings and weekends, LiveChat Assistance (an IM service), instructional programs, reference/government documents collections, circulation, interlibrary loan and media. This individual will have responsibility for reference collection development and participate in general collection development in all media formats. Required qualifications: An American Library Association accredited Master of Library Science or its equivalent. Seven years of progressively responsible administrative and management experience in an academic library; experience supervising and guiding staff; and demonstrated experience and familiarity with searching online databases and the Internet. Essential requirements include excellent interpersonal and communication skills; strong organizational and planning abilities; knowledge of library technologies; and the ability to work cooperatively within a system of multi-campus libraries. Preferred qualifications: A demonstrated ability to work effectively with diverse staff and user communities; excellent analytical, organizational, problem solving and communications skills; a second master's degree; and knowledge of current technologies and their application in a research and educational environment are all preferred abilities. Research, publication and involvement in professional associations are expected. This position reports to the Dean, University Libraries. The candidate should have a publication, service and work record that qualifies them to be appointed minimally at the Assistant Professor level. Salary and rank: Based on experience and qualifications but minimum appointment at the assistant professor level is anticipated. The position is tenure track. Appointment date is 8/1/09 but is negotiable. The position will remain open until filled. Benefits are competitive and reflect the University’s commitment to attract quality applicants. Submit letter of application, resume, copies of transcripts, three letters of reference and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, Troy, AL 36082. Employment is contingent upon a satisfactory background check. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 4/28/09
The College of Education at Troy University, Troy, Alabama is seeking candidates for a full-time non-tenure track position at the Lecturer/Distinguished Lecturer level, or tenure track position at the Assistant/Associate/Full professor level position in the undergraduate Sign Language Interpreter Training Program (ITP). ITP faculty will be housed in the Department of Curriculum & Teaching and will report to the Chair of the Department of Curriculum and Teaching. The Department of Curriculum & Teaching offers undergraduate and graduate programs in elementary education and secondary education. A minimum of a Bachelor’s degree is required; a Master’s degree or earned doctorate is preferred. In addition, the successful candidate will have experience teaching ASL and/or Interpreting in an education/community/agency setting; have experience in the use of educational technology and/or distance learning; have experience in curriculum program management and development; have demonstrated evidence of successful collaboration with one of the following: school systems, community agencies, and other organizations; have the ability to address grant opportunities and demonstrated evidence of professional involvement in the field. Preferred Qualifications: national certification in interpreting and/or ASLTA certification and demonstrated leadership and membership in national professional organizations such as RID, ASLTA, & NAD and CIT (Conference of Interpreter Trainers). Responsibilities include teaching, academic advisement, recruiting students and aiding in language immersion opportunities. The successful candidate must exhibit communication and leadership skills in all activities. These activities should include open lines of communication with faculty, staff, students, administration, Deaf community, regional support systems, state and federal agencies, and groups/individuals within the university and global community. Interested individuals should submit a completed University application, vita, transcripts, and a letter of application discussing the candidate's background and experience in working with the Deaf community, teaching American Sign Language and Interpreting courses and telephone numbers of five references to Human Resources, Troy University, Troy, AL 36082. Job remains open until position is filled. Troy University is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 10/23/08 Updated posting 5/26/09

Download Job Application

Summary Of Your Rights Under The Fair Credit Reporting Act

Disclosure and Authorization to Obtain Information Form
Academics - Education

Special Education Faculty

Troy University Department of Curriculum and Teaching Troy Campus location seeks candidates for a full time (10-month) tenure track, open rank position to teach in the Collaborative Teacher (Special Education K-12) teacher education program. Applicants must meet the following requirements: an earned doctorate in Special Education (non-categorical) or closely related field with a concentration in Special Education; and 2-5 years teaching experience in a public school setting or federally sponsored K-12 school program working with children and youth with disabilities (cognitive, behavioral, physical, multiple disabilities). Responsibilities include, but are not limited to, teaching undergraduate/graduate collaborative courses; advising students; active involvement in public school K-12 classrooms; supervision of interns; and involvement in state education initiatives. Participation and development of scholarship and service activities are expected by the College and University. Review of applicants will begin immediately and continue until the position is filled. Applicants should submit a letter of application, transcripts from all colleges attended, curriculum vita, three professional references, and a signed Disclosure and Authorization to Obtain Information Form to Human Resources, Troy University, 107 Wright Hall, Troy, AL 36082. The application for Faculty/Professional Staff is available online at http://www.troy.edu/humanresources/forms.htm Complete this form and include it with your letter of application. Employment is contingent upon a satisfactory background check. Troy is an AA/EEO employer and encourages applications from individuals with disabilities, females, African Americans and other minorities. Posted 5/20/08

Download Job Application

Disclosure and Authorization to Obtain Information Form
2.8 Supporting Documentation

3. Roster: Full-time faculty members who taught in overseas Global Campus locations in 2008-09
## Full-Time Faculty Members
### Who Taught Overseas in Global Campus
#### Academic Year 2008 - 2009

### Vietnam (HUT & CE-VNUH) - Hanoi

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Faculty Member</th>
<th>Faculty Member's Campus Location</th>
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<td>ECO 4451</td>
<td>International Trade</td>
<td>Dr. Wendy Bailey</td>
<td>Troy</td>
</tr>
<tr>
<td>ACT 3396</td>
<td>Accounting Information Systems</td>
<td>Dr. Edward Kamnikar</td>
<td>Montgomery</td>
</tr>
<tr>
<td>FIN 3331</td>
<td>Managerial Finance I</td>
<td>Dr. Rodney Blackwell</td>
<td>Southeast Region</td>
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<tr>
<td>MGT 4476</td>
<td>Strategic Management</td>
<td>Dr. Barbara Minsky</td>
<td>Dothan</td>
</tr>
<tr>
<td>MKT 3365</td>
<td>Integrated MKT Communications</td>
<td>Dr. Francis Piron</td>
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### MALAYSIA (PIC) - Meleka

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<td>MKT 4463</td>
<td>Retailing</td>
<td>Dr. Francis Piron</td>
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<td>MKT 3362</td>
<td>Advertising</td>
<td>Dr. David Amponsah</td>
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<td>ACT 4494</td>
<td>Income Tax Acct I</td>
<td>Dr. Khamis Bilbeisi</td>
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<td>Dr. Stanley Lewis</td>
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<td>ACT 4497</td>
<td>Auditing</td>
<td>Dr. Stanley Lewis</td>
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<td>MKT 4461</td>
<td>Personal Selling</td>
<td>Dr. Gordon Mosley</td>
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<td>FIN 4439</td>
<td>Finance Seminar</td>
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### SIAGON (STU) - Ho Chi Minh City

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<td>Principles of Accounting II</td>
<td>Dr. Stanley Lewis</td>
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<td>IS 3330</td>
<td>Web Authoring</td>
<td>Dr. James Ryan</td>
<td>Phenix City</td>
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<td>CS 2262</td>
<td>Business System Programming</td>
<td>Dr. Jun Zhang</td>
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2.8 Supporting Documentation

4. Reductions in numbers of teaching locations and program offerings
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<tr>
<th>Location Name</th>
<th>Location’s Current Address</th>
<th>Location’s Home Approval Site</th>
<th>Programs for Elimination</th>
<th>Programs Retained</th>
<th>Notes</th>
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<th>Total Program Offerings Reduction</th>
<th>Sites Reducing Offerings</th>
<th>Total Programs Retained</th>
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<td>Albany</td>
<td>321 Williams Junior Street Albany, GA 31707</td>
<td>Albany</td>
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<td>ASGE, BSBA, BSCJ, BSPSY, MSM, MSPSE</td>
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<tr>
<td>Arlington</td>
<td>1010 Glebe Road Suite 160 Arlington, VA 22201</td>
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<td>Atlanta</td>
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<td>Atlanta</td>
<td>BSCJ, MSCJ</td>
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<td>Augusta</td>
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<tr>
<td>Bangkok</td>
<td>1 Rangsit Nakornayok Road Bungsan (Klong 14) Ongkarak Nakornayok Bangkok, Thailand</td>
<td>Bangkok (ST Theresa INTI College)</td>
<td>BSCJ, MPA, EMBA</td>
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<td>Bethesda/NNMC</td>
<td>National Naval Medical Center Bethesda Navy College Office 8901 Wisconsin Avenue Building 3, Fourth Floor Bethesda, MD 20889-5600</td>
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<td>BSCJ</td>
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<td>Brunswick</td>
<td>664 Scranton Road, Ste 207 Brunswick GA 31525</td>
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<td>BSSS</td>
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<td>Charleston</td>
<td>1064 Gardner Road Suite 211 Charleston, SC 29407</td>
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<td>Clarksville</td>
<td>399 Tiny Town Rd Clarksville, TN 37042</td>
<td>Ft. Campbell-Clarksville</td>
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<td>Columbus/SER Headquarters</td>
<td>506 Manchester Expressway, Suite B-20 Columbus, GA 31904</td>
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<td>Sites Reducing Offerings</td>
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<td>Covington</td>
<td>8134 Geiger Street, Covington, GA 30014</td>
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<td>Dam Neck</td>
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<td>Eglin AFB</td>
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<td>Ft. Benning</td>
<td>Building 2603, Dixie Road Ft. Benning, GA 31905</td>
<td>Ft. Benning-Columbus</td>
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<td>Ft. Bragg/Fayetteville</td>
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<td>Ft. Lewis</td>
<td>Stone Education Center 6242 Colorado Ave Ft. Lewis, WA 98433</td>
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2.8 Supporting Documentation

5. Letters from Troy University to SACS, June-July 2009
   (Strategic realignment and reduced teaching locations)
June 11, 2009

Dr. Belle S. Wheelan  
President  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As part of its strategic plan, Troy University has systematically explored a variety of approaches to establishing international partnerships in overseas locations with colleges and universities.

Some of these are working well, such as our programs in Vietnam, where we are collaborating with the leading universities in Hanoi and Ho Chi Minh City.

Some of these partnerships do not live up to the standards that we expect. Unfortunately, we have experienced difficulties with St. Theresa INTI College in Bangkok, Thailand and are terminating our partnership with this institution effective immediately.

We will submit a teach-out plan for all students who are unconditionally admitted and currently enrolled in the Troy University program with St. Theresa INTI College.

Sincerely,

Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph H. Silver
June 23, 2009

Dr. Belle Wheelan  
President  
Commission on Colleges  
Southern Association of Colleges and Schools (SACS)  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As a result of feedback from the SACS Onsite team, I have instructed the Vice Chancellor for Global Campus to initiate a strategic realignment of our locations and program offerings.

The first result of this process is a decision to close our teaching location at 106 Queen Street, Suite 18, Vidalia, Georgia 30474 effective August 30, 2009.

Troy University prepared a Substantive Change Prospectus for establishing this location in October of 2003 and has offered the Master of Education degree here in the past. This location was documented in the merger proposal that SACS approved in 2004 and was reported in the 2008 Compliance Report.

Our review finds that the current students serviced by this location are enrolled in our eCampus online programs, and that their support services can be provided by our location in Brunswick, Georgia.

Please accept this letter of notification that we are closing the teaching location in Vidalia, Georgia.

Sincerely,

Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph H. Silver
July 13, 2009

Dr. Belle Wheelan  
President  
Commission on Colleges  
Southern Association of Colleges and Schools (SACS)  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As part of its strategic efforts to position Troy University as Alabama’s leading institution in international education, we established a teaching location with a partner institution in Colombo, Sri Lanka several years ago.

Although the teaching location has never grown in the manner that Troy University and the partner institution had anticipated in terms of classroom based programs, the Sri Lanka location remains important to Troy University as a connection to the nation of Sri Lanka.

This letter is to notify SACS that Troy University will be discontinuing its classroom teaching activities in Sri Lanka effective September 1, 2009. However, the university will continue to maintain its relationship with its partner institution in Sri Lanka to facilitate faculty and student exchanges, and will designate the Sri Lanka location as an eCampus Support Center.

Sincerely,

[Signature]  
Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph H. Silver
July 21, 2009

Dr. Belle Wheelan  
President  
Commission on Colleges  
Southern Association of Colleges and Schools (SACS)  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As part of Troy University's strategic realignment, the university has decided to significantly reduce classroom based program offerings at 28 teaching locations effective August 1, 2009.

Students enrolled in each of these programs are currently taking their coursework through a combination of classroom based courses and courses delivered through eCampus. Since all of these programs are offered online entirely through eCampus, all students will be able to complete their academic program with Troy University.

This strategic realignment will clarify assessment activities and enable the university to rely more fully on its full-time faculty in teaching and evaluating these programs.

The complete list of changes is attached. If you have questions, please contact Dr. John Dew at 334-670-3640 or jrdew@troy.edu.

Sincerely,

Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph H. Silver
<table>
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<tr>
<th>Location Name</th>
<th>Location's Current Address</th>
<th>Location's Home Approval Site</th>
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<th>Programs Retained</th>
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July 21, 2009

Dr. Belle Wheelan
President
Commission on Colleges
Southern Association of Colleges and Schools (SACS)
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As you are aware, Troy University has initiated a strategic realignment activity to respond to concerns expressed by the Onsite Reaffirmation visit team regarding the complexity of our program offerings at multiple locations. As part of this realignment activity, we have decided to no longer offer classroom based educational programs at 11 current teaching locations. All 11 locations will become eCampus support centers effective August 1, 2009.

The realignment includes the following teaching locations:

Troy University - Arlington
1011 N. Glebe Road, Suite 160
Arlington, VA 22201

Troy University - Charleston
1064 Gardner Road, Suite 211
Charleston, SC 29407

Troy University - Clarksville
399 Tiny Town Road
Clarksville, TN 37042

Troy University - Dam Neck
Walker Hall
Building 199, Room 144
Virginia Beach, VA 23461

Troy University - Heidelberg
Vangerowstrasse 18/1
69115 Heidelberg, Germany

Troy University - Hurlburt Field
P.O. Box 9250
Hurlburt Field, FL 32544-9250
Dr. Belle Wheelan  
Page 2  
July 21, 2009

Troy University - Oceana NAS  
Navy College Building, Building 531, Room 100  
Virginia Beach, VA 23460

Troy University - Portsmouth  
Naval Medical Center, Navy College Office  
1099 Holcomb Road, Suite 105  
Portsmouth, VA 23708-5100

Troy University - Savannah  
48 W. Montgomery Crossroads, Suite 203  
Savannah, GA 31406

Troy University - Tifton  
508 South Main Street  
Tifton, GA 31794

Troy University - NAS Whiting Field (Pensacola site)  
Building 1417, Room 166  
7540 USS Enterprise Street  
Milton, FL 32570

Students taking classroom based programs at these locations often mix the classroom delivery with online courses available through Troy University’s eCampus. Students in these programs will be able to complete their academic work through the eCampus delivery mode.

We think these changes will further enhance our ability to provide adequate oversight of the quality and integrity of our academic programs offered in all locations.

Sincerely,

Jack Hawkins, Jr., Ph.D.
Chancellor

cc: Dr. Joseph H. Silver
July 23, 2009

Dr. Belle Wheelan
President
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

Troy University has decided to close the on-base teaching location at MacDill AFB, Albert Arrighi Building, 8102 Condor Street, MacDill AFB, FL 33621 effective August 1, 2009. MacDill AFB was approved to offer the Master of Business Administration, Master of Public Administration, Master of Science in Counseling and Psychology, Master of Science in Education, Master of Science in Management, and Master of Science in International Relations. Since no students are currently enrolled in these programs, a teach-out plan is not required. The off-base teaching location at 5201 West Kennedy Blvd, Ste 110, Tampa, FL 33609 will not be affected by this change. The off-base location at Tampa will continue to offer the Master of Science in Counseling Psychology, Master of Science in International Relations, Master of Public Administration, and Master of Science in Education degree programs.

In addition, Troy University will close the on-base teaching location at Shaw AFB, 398 Shaw Drive, Shaw AFB, SC 29152 effective August 1, 2009. Shaw AFB was approved to offer the Bachelor of Science in Business Administration, Bachelor of Science in Criminal Justice, Bachelor of Science in Psychology, Master of Science in Criminal Justice, Master of Public Administration, Master of Science in Management, and Master of Science in Human Resource Management. Currently eight students are enrolled in the Master of Public Administration degree program at the Shaw AFB location. Those students will be able to fulfill their degree requirements either through online classes with TROY or in class at the off-base teaching location about 12 miles from Shaw. The off-base teaching location at 170 East Westmark Blvd, Westmark Plaza, Sumter, SC 29150 will not be affected by this change. The off-base location at Sumter will continue to offer the Bachelor of Science in Business Administration, Bachelor of Science in Psychology, Master of Science in Criminal Justice, Master of Science in Management, and Master of Public Administration degree programs.

If you have questions, please contact Dr. John Dew at 334-670-3640 or jrdew@troy.edu.

Sincerely,

Jack Hawkins, Jr., Ph.D.
Chancellor

cc: Dr. Joseph H. Silver
2.8 Supporting Documentation

Executive Summary

Troy Global Campus conducted site audits for the following locations during the period 3-12 July 2009:

Putra International College, Melaka, Malaysia

Hanoi University of Technology, Hanoi, Vietnam

College of Economics, Vietnam National University, Hanoi, Vietnam

Saigon Technology University, Ho Chi Minh City, Vietnam

The participating team members were Dr. Scott Bailey, Associate Dean for the Sorrell College of Business, Troy Global Campus and Dr. Jim Rinehart, Associate Dean for the College of Arts and Sciences, Troy Global Campus

In general, the assessment for business programs is very positive. The faculty, students, administration, and facilities are comparable to other TGC sites. There are some issues that are being addressed – none of which should be difficult to correct.

We looked at the following:

Course Design

Teaching and Learning

Assessment

Feedback

Faculty

Programs and Courses

Facilities and Technology

Promotional Material

We were not able to see business classes at Putra International College in Malaysia, so the comments below pertain to the programs in Vietnam, only, except as noted by *.

Course Design – Performance expectations are communicated and adequate time is spent on topics. Assessments are aligned to course learning outcomes, but in some cases the SLOs do not match the master syllabus. This will be corrected through TGC business chairs.
Teaching and Learning – Syllabi are provided to the students at the beginning of (or before) the course. In some cases they do not include SLOs. This will be corrected through TGC chairs. Textbooks in some cases do not match the master syllabus or are old editions.

Assessment – There are sufficient assessments. We have asked that copies of the major exams be provided for review.

Feedback - Feedback is provided and faculty members are available to students during office hours

Faculty – The faculty that we reviewed were each certified for the TROY course they were teaching. They each go through the same certification process as other faculty at TROY. Some have a defined role in student advising, unlike part time faculty at domestic TGC sites. Outcome assessment is accomplished in TGC by full time faculty. Review of part time faculty will follow the same procedures as other part time faculty in TGC.

Programs and Courses – Individual courses appear consistent with those at other TROY locations in terms of content, rigor, and standards of achievement. Program assessment will be accomplished at Troy – none is in evidence at the sites.

Facilities and Technology* – Facilities, hardware, and software are adequate.

Promotional Material* – We saw no mention of SACS in promotional material at the site. We have not yet checked the websites. One of the syllabi at Putra mentions TROY in an inappropriate manner. We will ask that this notation be changed.
Business programs

Putra International College
We first visited Putra International College in Melaka, Malaysia. No TROY business courses were available for review, but I was able to confirm that non-TROY courses are conducted by partner faculty in English and with a high degree of dedication on the part of the instructor by viewing one non-TROY course.

The following TROY business courses were taught the term we visited:

Malaysia (PIC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 4491</td>
<td>Dr. Judith Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 4494</td>
<td>Dr. Edward Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Jacqueline Looi</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3331</td>
<td>Dr. Berry Zeigler</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4432</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4435</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4437</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4439</td>
<td>Dr. Rodney Blackwell</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3373</td>
<td>Siti Zahela</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3375</td>
<td>Joyce Chiam</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 4478</td>
<td>Koe Wei Loon</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Facilities and technology
The College is housed in a resort complex purchased by the owners of the College. There are sufficient dorm rooms to accommodate the 126 students. The rooms and amenities are comparable to those in
The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 4476</td>
<td>Dr. Barbara Minsky</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MKT 3365</td>
<td>Dr. Francia Piron</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Bach Ngoc Thang</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3332</td>
<td>Duc Tran Viet</td>
<td>Yes</td>
<td></td>
<td>Pending receipt</td>
<td></td>
</tr>
<tr>
<td>IS 3300</td>
<td>Pham Huu Tung</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 3300 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
College of Economics

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2251</td>
<td>Nguyen Minh Thao</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Dao Thi Bich Thuy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No SLO's identified</td>
</tr>
</tbody>
</table>

We visited an ECO 2251 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified?</th>
<th>Syllabus Available?</th>
<th>Correct Text?</th>
<th>Correct SLO's?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 2292</td>
<td>Dr. Stanley Lewis</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 3395</td>
<td>Dr. Bob Cluskey</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 2241</td>
<td>Dr. Dinh Ba Tien</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 3300</td>
<td>Dr. Nguyen Ha Minh</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 2241 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
Quality Assurance Benchmarks Checklist – Academic programs

Course:  ____ ECO 2251  ____
Instructor:  ____ Dr. Thuy  ____
Term:  ____ T5 09  ____

Location:  ____ COE VN  ____
Evaluator:  ____ Bailey  ____
Date:  ____ 7-8-2009  ____

Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is tested in some manner in the graded assignments for the course.</td>
<td></td>
<td>X</td>
<td></td>
<td>The syllabus should include SLOs from the master syllabus.</td>
<td></td>
</tr>
<tr>
<td>Performance expectations are communicated to students prior to the assessment.</td>
<td>Adequate time is spent on topics for mastery of the material.</td>
<td>The instructor describes the structure of the exam prior to students taking it.</td>
<td>The syllabus appears well constructed for this purpose. Ample time is available for questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teaching and Learning

**Goal:** Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Comments/Examples</th>
<th>The syllabus should include SLOs from the master syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>X</td>
<td>The textbook in use is an old edition of one of the approved texts in the master syllabus.</td>
</tr>
<tr>
<td>Meets expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not meet expectations</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

- Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment & grading information is made available to students on the first day of class.
- The correct textbook is being used, as per the course syllabus.
## Assessment

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There are 2 tests plus a midterm and a final.</td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Exams were not available, but the syllabus indicates a high level of rigor.</td>
</tr>
</tbody>
</table>
Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The instructor was very engaging with the class. The constant requirement of interaction indicated that other forms of feedback would be available.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>These are informal, on an as-needed basis, but the instructor is in the office daily.</td>
</tr>
</tbody>
</table>
## Faculty

**Goal:** Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have a defined role in advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is handled in the same way as for other TGC sites.</td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is the first review of TROY faculty by other TROY faculty at this location.</td>
</tr>
</tbody>
</table>
## Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
</tr>
<tr>
<td>• Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>There are several assessments.</td>
</tr>
<tr>
<td>• Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course and program is approved like any other within the system.</td>
</tr>
<tr>
<td>• Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
</tr>
<tr>
<td>• Standard of achievement is equivalent to standard</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>There appears to be no difference in standard of achievement.</td>
</tr>
<tr>
<td>at all Troy University locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is clear definition of how qualified faculty periodically review courses and programs.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB TGC chairs will incorporate the faculty into the annual review process.
# Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>The classroom was of adequate size and not crowded. There was a microphone and speaker for the professor.</td>
</tr>
<tr>
<td>• Computer hardware is adequate for course delivery and student use</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There was a computer and monitor for the professor’s use and a good digital projector.</td>
</tr>
<tr>
<td>• Computer software is adequate for course delivery and student use</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>No special software is required for this course, beyond Microsoft Office PowerPoint.</td>
</tr>
</tbody>
</table>
## Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: “Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree,</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
<tr>
<td>master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students. &quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TROY will allow the use of the name “Troy University” with the name [the site] Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site] Campus.</td>
<td>X</td>
<td></td>
<td>No discrepancies noted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality Assurance Benchmarks Checklist – Academic programs

Course: IS 2241         Instructor: Dr. Dinh Ba Tien        Term: T5 09

Location: STU VN         Evaluator: Bailey                Date: 7-10-2009

Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Many SLOs are shown in the syllabus but they do not match the master syllabus. Assessments do</td>
</tr>
<tr>
<td>Item</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tested in some manner in the graded assignments for the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance expectations are communicated to students prior to the assessment.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate time is spent on topics for mastery of the material.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The syllabus appears well constructed for this purpose. Ample time is available for questions.
Teaching and Learning

**Goal:** Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment &amp; grading information is made available to students on the first day of class.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>The SLOs should match the SLOs from the master syllabus.</td>
</tr>
<tr>
<td>• The correct textbook is being used, as per the course syllabus.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>The textbook in use matches the master syllabus. The instructor checks the website often, and is very knowledgeable about the process of textbook approval.</td>
</tr>
</tbody>
</table>
**Assessment**

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are a variety of different assessments employed.

Exams were not available.
## Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Feedback, in terms of review of exams, is covered in the syllabus. There was excellent interaction and feedback throughout the class.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Office hours are mentioned in the syllabus and distributed to the students.</td>
</tr>
<tr>
<td>Goal: Faculty meet accepted standards of the profession</td>
<td>Comments/Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the specific criteria met?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets expectations</td>
<td>faculty have a defined role in advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not meet expectations</td>
<td>faculty have defined role in outcome assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information</td>
<td>faculty are reviewed for excellence in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Faculty is very active in advising. 
- The instructor is very active in advising. 
- This is handled in the same way as for other TGC sites. 
- This is the first review of TROY faculty by other TROY faculty at this location.
## Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
</tr>
<tr>
<td>Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>There are several assessments.</td>
</tr>
<tr>
<td>Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>This course and program is approved like any other within the system.</td>
</tr>
<tr>
<td>Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
</tr>
<tr>
<td>Standard of achievement is equivalent to standard</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>There appears to be no difference in standard of achievement.</td>
</tr>
<tr>
<td>at all Troy University locations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|----------------------------------|---|---
| • There is clear definition of how qualified faculty periodically review courses and programs. | X | This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB TGC chairs will incorporate the faculty into the annual review process. |
## Facilities and technology

**Goal**: Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The classroom was of adequate size and not crowded. The lab was small but adequate.</td>
</tr>
<tr>
<td>• Computer hardware is adequate for course delivery and student use</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>There was a laptop for the professor’s use and a good digital projector and screen.</td>
</tr>
<tr>
<td>• Computer software is adequate for course delivery and student use</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>All aspects of Microsoft Office 2007 were covered.</td>
</tr>
</tbody>
</table>
## Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: &quot;Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
<tr>
<td>master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TROY will allow the use of the name “Troy University” with the name [the site] Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site] Campus.</td>
<td>X</td>
<td>No discrepancies noted.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.8 Supporting Documentation

7. Noel-Levitz Satisfaction Data 2009
Overall Troy University

<table>
<thead>
<tr>
<th>Satisfaction Area</th>
<th>National</th>
<th>TROY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>5.70</td>
<td>5.92</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.45</td>
<td>5.61</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.53</td>
<td>5.60</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.29</td>
<td>5.56</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.21</td>
<td>5.79</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.55</td>
<td>5.97</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.29</td>
<td>5.46</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.55</td>
<td>5.73</td>
</tr>
<tr>
<td>SATISFACTION MEAN</td>
<td>5.45</td>
<td>5.71</td>
</tr>
</tbody>
</table>

So far, how has your college experience met your expectations?
- National: 4.78
- TROY: 4.90

Rate your overall satisfaction with your experience here thus far.
- National: 5.55
- TROY: 5.79

All in all, if you had to do it over, would you enroll here again?
- National: 5.65
- TROY: 5.87
Students Outside of Alabama

<table>
<thead>
<tr>
<th>Category</th>
<th>National Satisfaction</th>
<th>Out of Alabama Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>5.70</td>
<td>6.03</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.45</td>
<td>5.94</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.53</td>
<td>5.80</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.29</td>
<td>5.67</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.21</td>
<td>5.81</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.55</td>
<td>6.09</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.29</td>
<td>5.61</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.55</td>
<td>6.01</td>
</tr>
</tbody>
</table>

Satisfaction Mean

5.45 (National) 5.87 (Out of Alabama)

So far, how has your college experience met your expectations?

National: 4.78  Out of Alabama: 5.03

Rate your overall satisfaction with your experience here thus far.

National: 5.55  Out of Alabama: 5.92

All in all, if you had to do it over, would you enroll here again?

National: 5.65  Out of Alabama: 6.02

Rate your overall satisfaction with your experience here thus far.

Out of Alabama: 6.03

So far, how has your college experience met your expectations?

Out of Alabama: 5.92

National: 5.65  Out of Alabama: 6.02

Graph showing comparison of National and Out of Alabama satisfaction scores.
Military Students

<table>
<thead>
<tr>
<th>Category</th>
<th>National Satisfaction</th>
<th>Military Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>5.70</td>
<td>6.07</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.45</td>
<td>5.76</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.53</td>
<td>5.78</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.29</td>
<td>5.75</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.21</td>
<td>5.91</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.55</td>
<td>6.12</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.29</td>
<td>5.76</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.55</td>
<td>6.05</td>
</tr>
<tr>
<td>SATISFACTION MEAN</td>
<td>5.45</td>
<td>5.90</td>
</tr>
</tbody>
</table>

So far, how has your college experience met your expectations?
<p>|
|--------------------------------|</p>
<table>
<thead>
<tr>
<th>National</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.78</td>
<td>5.03</td>
</tr>
</tbody>
</table>

Rate your overall satisfaction with your experience here thus far.
<p>|
|--------------------------------|</p>
<table>
<thead>
<tr>
<th>National</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.55</td>
<td>5.94</td>
</tr>
</tbody>
</table>

All in all, if you had to do it over, would you enroll here again?
<p>|
|--------------------------------|</p>
<table>
<thead>
<tr>
<th>National</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.65</td>
<td>6.09</td>
</tr>
</tbody>
</table>
The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan). (Not applicable for the Compliance Certification submitted by institutions.)

Recommendation 2: The Committee recommends that the institution define and sharpen the focus of its QEP.

Recommendation 3: The Committee recommends that the institution outline the responsibilities, timelines, strategies, tactics, tasks, and resources necessary to implement and sustain the QEP’s principal elements over five years.

Recommendation 4: The Committee recommends that the institution demonstrate broad-based participation in the implementation of the QEP.

Recommendation 5: The Committee recommends that the institution develop an appropriate assessment plan for the QEP that is linked to established learning outcomes and QEP goals.

Summary of On-Site Review Committee Comments

The Committee noted that the QEP lacked focus and specificity across the five substantive sections required by SACS and that there was a need to revise the QEP for clarity and detail. Specifically, the Committee noted the need for details of how the QEP topic emerged from institutional concerns about student learning and a need to link the QEP topic to institutional goals, mission and extant data. The Committee recommended a revision of the QEP to define and sharpen its focus. The Committee also suggested a reduction of the QEP’s six major initiatives to three initiatives and a clear link between those initiatives and expected learning outcomes. To clarify the institution’s capability for initiating and continuing the QEP, the Committee recommended that the institution more clearly identify and outline the responsibilities, timelines, strategies, tactics, tasks and resources necessary for implementing and sustaining the plan’s principal elements over five years. The Committee specifically noted the need to revise the QEP budget to reflect reallocated resources as the plan’s initiatives were reduced from six to three. The Committee also noted its concerns that specific details and dates were missing from the reported involvement of the University’s stakeholders in the development and proposed implementation of the plan. With these concerns, the Committee recommended that the institution demonstrate broad-based participation in the implementation of the QEP. The Committee reported its concerns that the proposed assessment activities, including specific measurements, were “weak, lacking substance and organization.” These concerns resulted in the Committee recommendation that the institution develop an appropriate assessment plan for the QEP that is linked to established learning outcomes and QEP goals.
Executive Summary of Response

Troy University has responded to the On-Site Review Committee’s concerns and suggestions for refinements by:

1. Modifying and publishing a revised edition of its Quality Enhancement Plan. Among the refinements incorporated into this revision are:

   - A reduction in QEP initiatives from six to three.
   - A revision of the QEP Implementation Team to be more broadly inclusive, especially in the area of faculty and student representation.
   - A clarification of information, especially with regard to the input of the focus groups and the widespread support of institutional stakeholders.
   - A sharper delineation of student learning outcomes and programmatic outcomes, the measures by which these will be assessed and the review process that will determine needed improvements.
   - Specific strategies for achieving the overall QEP goal of creating a culture of reading, especially with regard to the University-wide implementation of the Plan.

Please see the

Troy University Quality Enhancement Plan 2009, Revised

provided separately.
COMPREHENSIVE STANDARD 3.3.1.1

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 each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes (Institutional Effectiveness)

Recommendation 6: The Committee recommends that the institution provide sufficient evidence that it identifies for each of its on-campus and off-campus locations worldwide, including its eCampus, a) its expected outcomes for its educational programs offered at those locations as well as its student learning outcomes of those educational programs; b) its assessments of the extent to which those expected outcomes are achieved in those individual programs at those locations; and c) evidence of improvements made in those individual educational programs or in student learning outcomes at those locations based upon analysis of the results.

Summary of On-Site Review Committee Comments

While Troy University has identified some student learning outcomes for its academic programs, the institution needs to improve these student learning outcomes and its ability to disaggregate these data to better assess learning at each of its teaching locations. The institution needs to broaden its program level outcomes for academic programs to ensure that assessment includes more than just the student learning outcomes. There are problems with the institution’s internally developed Dashboard system that hamper the institution’s ability to fully report its institutional effectiveness process and results. The institution needs to show ongoing evidence of the equivalence of outcomes in programs that are offered in multiple formats (online, face-to-face, weekend cohorts) and the offering of these programs in multiple locations. The institution needs to adopt new methods for explicitly demonstrating that it has embraced a culture of evidence that drives its planning and improvement efforts related to academic programs.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:
1. Developing a new Web-based system for reporting institutional effectiveness data (replacing the Dashboard system) that covers every program at every location.
2. Expanding institutional effectiveness information to include broader, program-level expected outcomes in addition to the existing student learning outcomes.
3. Modifying all institutional effectiveness reviews to evaluate the extent to which objectives are exceeded, met, or not met.
4. Requiring that Plans For Further Improvement are specified for every academic program.

Troy University has a made a significant commitment to the assessment of student learning outcomes in its academic programs over the past 15 years and perceived itself to
be in compliance with Comprehensive Standard 3.3.1.1, as did the Off-Site Review Committee. Per the Substantive Change Prospectus for the merger of the separately accredited institutions that was approved by SACS, the institution focused on unified assessment for each academic program. However, the On-Site Review Committee has provided additional perspective into actions that the institution needs to take to comply with the new aspects of Comprehensive Standard 3.3.1.1 passed in December, 2007 when Troy University was already well under way toward preparing its Compliance Report.

At its May 11, 2009, Institutional Effectiveness Committee (IEC) meeting, as a result of the On-Site Review Committee’s feedback, Troy University decided to retire the Dashboard system with its Performance Evaluation Reports. The IEC approved the development of a new Web-based system, aptly named Homer, for telling the Troy University story. Homer was approved by the Academic Steering Committee on June 2, 2009, and presented to the Chancellor and senior leadership on June 18, 2009, at the annual leadership summit meeting.

The University’s Information Technology division has designed Homer and brought the system online. On June 5, 2009, thirty faculty representatives from all of the colleges met to prepare information related to all academic programs to be loaded into Homer. Some useful information from the Dashboard system was retained, but most of the information to be tracked in Homer reflects the effort to make assessment activities that were once implicitly conducted by academic units as explicit as possible, as well as the effort to include broader, program-level expectations.

Visitors to Homer, located at http://homer.troy.edu, may click on “Academic Division” on the home page and then click on any of the University’s five colleges. Detailed information for each academic program will be posted to the site by September, 2009. Examples are provided in Supporting Documentation 1. Homer features tables that define the academic programs offered at all Troy University teaching locations. The tables are color-coded to indicate whether programs exceed (green), meet (yellow) or do not meet (red) their program-level outcomes, based on additional assessment information provided for each academic program in Homer. Supporting Documentation 2 demonstrates the matrix of expected outcomes for academic programs on Alabama campuses, and Supporting Documentation 3 demonstrates the matrix of expected outcomes for College of Arts and Sciences programs offered in Global Campus.

At the college level, Homer includes the Chancellor’s Briefings presented by the dean of each college for the previous three years. Each briefing provides an overview of the major improvements that the college has made, as well as the plans for upcoming im-
provements at the college level. A sample briefing by the College of Arts and Sciences is provided in Supporting Documentation 4.

At the individual academic program level, Homer includes the following for each program:

1. A short overview that describes the academic program and all of the locations within Troy University where it is offered.

2. A summary of the improvements that have been made to the program over the past three years including additions in faculty, new study-abroad opportunities, and other improvements such as changes initiated by the faculty that were approved by the appropriate curriculum/discipline coordinating committee and the Undergraduate or Graduate Academic Council.

3. A statement of the expected outcomes for the program that includes expectations regarding program viability, student satisfaction, and student learning outcomes centered on faculty observations of student learning. Expected outcomes for each program are being developed for every location where the program is being offered, including eCampus if appropriate. In each case, expectations are being evaluated with reference to evidence that indicates the extent to which expectations were met.

4. Plans For Further Improvement which are now required for every academic program, even if all expectations have been met.

Information from this process flows up to the dean of each college so that significant issues and plans are presented each January in the Chancellor’s Briefings and are included in the budget process, as appropriate.

Concurrent with this initiative, the University has launched its strategic realignment initiative (detailed in Core Requirement 2.8) to significantly reduce the number of locations where academic programs are being offered in a classroom setting through Global Campus. This strategic realignment is already simplifying the assessment of academic programs by reducing the number of locations where programs must be assessed as well as the number of programs at each location that require assessment.

Conclusion

Troy University has responded appropriately and expeditiously to the recommendation and comments of the On-Site Review Committee and has implemented a new system for reporting and reviewing assessment data for academic programs.
Supporting Documentation

1. *Homer:* Academic programs, examples by college
2. Assessment Matrix: Academic programs, Alabama campuses
3. Assessment Matrix: College of Arts and Sciences programs offered in Global Campus
4. *Homer:* Chancellor’s Briefing example, College of Arts and Sciences
3.3.1.1 Supporting Documentation

1. Homer: Academic programs, examples by college
College of Arts and Sciences

Surveying and Geomatics Sciences
Major

Surveying and Geomatics Sciences
Major

• Program Overview
• Plans and improvements
• Expected Outcomes and Results
• Plans for further Improvement
Program Overview

• The University offers a Bachelor of Science in Geomatics at the Troy campus.
• The objective of the program is to provide students with the knowledge, communications skills, and ability to successfully pursue a career as a Geomatics professional.

Program Overview, contd.

• The program is academic with a practicality focus.
• The core courses in the major provide a study of the several sub disciplines in Geomatics: land surveying, land development, photogrammetry, remote sensing, geodesy, global positioning systems, and geographic information systems (GIS).
• Prepares students for the national land surveying licensure exams.
Program Recent Improvements

• Replaced old computers in the Geomatics computer lab with 20 new PCs.
• Updated all Geomatics software to the latest versions.
• Bought new Geomatics software and equipment.
• Hired a third faculty member.
• Started collecting survey data for the program’s accreditation application with the Accreditation Board for Engineering and Technology (ABET)

Program Level Expected Outcomes (including student learning outcomes)

• The major has two program objectives:
  – At least 10 Geomatics majors will complete their B.S. in Geomatics each year. The Program has exceeded this outcome with an average of 12 graduates each year for the past 5 years.
  – 90% of Geomatics Graduates will be prepared to obtain quality entry-level positions within the Surveying and Geomatics profession. Annual surveys indicate that 95% have obtained jobs upon graduating.
Program Level Expected Outcomes (including student learning outcomes)

• The program has three student outcomes:
  – 80% of students registered to take the National Fundamentals of Land Surveying (FLS) exam will achieve success on the Program’s capstone examination. The department met this goal with a 90% success rate.
  – Upon completion of this program, at the FLS exam 80% students will be able to compute distances and angles with the use of field observations, algebra and trigonometry.

Program Level Expected Outcomes

• 85% of majors in their senior year evaluate the instructors in their major courses as having been good or excellent. (Senior Survey)
• 85% of majors in their senior year evaluate the academic program as good or excellent. (Senior Survey)
• 75% of majors in their senior year evaluate faculty accessibility as good or excellent. (Senior Survey)
• 75% of majors report they agree or strongly agree that their advisor provides accurate information about the major and program requirements. (Advising Survey)
Plans For Further Improvement

• Based on prior assessment activities over the past three years, the program has implemented several improvements, including the continuous assessment of students through classroom assignments and homework; and monthly faculty meetings to discuss the students’ progress, and program’s direction.
• Using senior project class to be a capstone course that prepares students to study for the National Fundamental Land Surveying Exam.

Plans For Further Improvement, contd.

• The program will introduce students to the use of an approved calculator to perform computations.
• Two curriculum changes:
  – Require Geomatics majors take a summer co-op.
  – Accept AutoCAD class and lab towards the degree.
• The department plans to replace one full-time faculty member.
Sorrell College of Business

Master of Business Administration (MBA)

SPECIALIZED ACCREDITATION

• The Sorrell College of Business MBA degree is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) at all locations.
• ACBSP standards guide the program objectives and outcomes required for a quality MBA curriculum.
Master of Business Administration
Overview

The purpose of the Master of Business Administration program is to offer students an opportunity to acquire proficiency in general business management and decision making skills which will enable them to carry out managerial responsibilities in both the private and public sectors. As a result of successfully completing the MBA program, graduates should improve their ability to apply strong problem-solving skills to the strategic planning process in organizations and to use written and verbal communication skills effectively to communicate the results of their problem solving analyses and recommendations. Concentrations offered in a number of business disciplines provide additional specialized study related to the strategic management process in organizations.

SHORT HISTORY

• On October 13, 1972 the Board of Trustees for (former) Troy State University authorized the Sorrell College of Business to begin offering the MBA degree in January, 1973. After a short hiatus in offering this program during the mid 1980s, the MBA was reinstituted in the early 1990s and has become the flagship graduate business program which includes myriad options described below. It is now available at the Troy, Dothan, Montgomery, and Phenix City campuses and throughout Global Campus (formerly University College) in the United States, at international locations and entirely on-line through eCampus. In recent years the SCOB has entered into numerous partnerships with universities overseas to allow students to complete their MBA degree at both the foreign and a Troy University site.

• In AY 2007-8 44% of SCOB graduate business students were enrolled in the MBA degree program
LOCATIONS AND STUDENT HEAD COUNT:

- Troy-203
- Phenix City-124
- Montgomery-157
- Dothan-78
- Global Campus-
  - Atlantic Region-70: Norfolk Regional, Little Creek, Naval Station, Ft. Monroe, Arlington
  - Southeast Region-131: Atlanta, Augusta
  - Western Region-2: Davis Monthan, San Antonio
  - International-4: Heidelberg, Bangkok
  - eCampus-253

Note: Student count is for the AY 2007-8

12 Course Requirement
(36 Semester Hours)

- The MBA degree offers five, 36-semester-hour options: accounting, finance,* information systems, general management and international economic development. All options require six core courses and six option courses as follows:
- *limited to Montgomery campus students
- If the entering student does not hold an undergraduate degree in business earned in the last eight years from a school/college of business accredited by the AACSB/ACBSP, the student will be required to complete the undergraduate business foundations courses prior to enrolling in any 6000 level MBA course. See current catalog.
MBA Core Courses

Required Core Courses

- ACT 6691 Managerial Accounting
- MBA 6611 Business Strategy
- MBA 6631 Managerial Finance
- MBA 6640 Quantitative Analysis for Managers
  or
- MBA 6641 Decision Theory
- MBA 6651 Managerial Economics
- MBA 6661 Strategic Marketing Management
- If the student makes a "D" or "F" in a core course, the course must be retaken. The student can satisfy the research component requirement by successfully completing MBA 6610, IS 6674, or ACT 6695 with a grade of "B" or better. The capstone course, MBA 6611, must be completed with a grade of “B” or better.

Accounting Option

Accounting Option Courses

- ACT 6692 Advanced Accounting Problems
- ACT 6694 Income Tax Research
  or
- ACT 6696 Accounting Information Systems
- ACT 6695 Accounting Research and Communication
- ACT 6698 Advanced Auditing
- ACT 6699 Contemporary Issues in Accounting
- LAW 6600 Business Law for Accountants
Information Systems Option

Information Systems Option Courses

• IS 6672 Information Systems and Business Strategy
• IS 6674 Information Systems Management
• IS 6676 E-Commerce for Global Business
• IS 6679 Management Information Systems
• (Two approved electives)

Finance Option

Finance Option Courses

• FIN 6632 Investment Management and Analysis
• FIN 6651 Financial Institutions
• FIN 6652 Problems in Financial Management
• FIN 6653 Finance Research

Select two of the following courses:

• FIN 6633 International Finance
• FIN 6634 Derivative Securities
• FIN 6656 Analysis of Financial Data
• FIN 6657 Corporate Risk Management
• FIN 6658 Special Topics in Finance
### General Management Option

**General Management MBA Option Courses**

- MBA 6610 Business Research Design
- MBA 6671 Organizational Behavior
- MBA 6673 Operations Management
- (Three approved electives)

### International Economic Development Option

**Required Courses:**

- ECD 6600 Theories of International Economic Development (IED)
- ECD 6661 Economic Development Finance
- ECD 6680 Field Research in IED
- ECD 6699 Seminar in IED

Select Two of the Following:

- ECD 6622 Applied Spatial Analysis for IED
- ECO 6657 International Trade and Economics
- IS 6676 E-Commerce for Global Business
- MBA 6601 Business and Professional Development
- MBA 6633 International Finance
Program Student Learning Outcome 1

- SLO #1
  - Upon completion of the MBA program, students will be able to complete an environmental scan and internal audit for a service or manufacturing organization.
  - This will be measured using the MBA Capstone Exam and the MFT for the MBA. Goal is for 80% of students to score at 70% or above on the Capstone exam and for 80% to score above one standard deviation below or higher of the national mean score on the MFT.

- Core Courses Supporting SLO #1:
  - ACT 6691, MBA 6611, MBA 6631, MBA 6651, MBA 6661

Core Course SLOs Supporting Program Outcome 1

ACT 6691

- List and describe the components of the balance sheet, income statement, and statement of cash flows.
- Explain how business transactions affect financial accounting statements.
- Identify problem requirements and the information needed for problem solving in situations involving business finance and accounting.
- Apply accounting information to strategic planning, budgeting, and evaluation in an apt scenario.
Core Course SLOs Supporting Program Outcome 1

MBA 6611

- Describe the strategic-management process, citing appropriate theories and research, and specifically including strategy formulation, implementation, and evaluation.
- Identify and critically evaluate mission statements, strategic objectives, and organization-level strategies.
- Identify and justify company strengths, weaknesses, opportunities, and threats.
- List and describe the major competitive challenges facing organizations today.
- Apply industry competitive analysis and company situational analysis to a manufacturing or service industry case study scenario to craft a strategic plan that optimizes the conditions for sustainable competitive advantage, correctly using quantitative tools, matrices, and models.
- Apply management, marketing, finance, and information strategies to business objectives in an apt scenario, effectively bridging the gap between theory and practice.

MBA 6631

- Analyze the financial condition of a firm using financial-statement analysis, financial-ratio analysis, Du Pont analysis, common-size analysis, comparative analysis, and trend analysis.
- Perform a financial forecasting analysis
- Evaluate financial assets and portfolios using fundamental analysis, modern portfolio theory, CAPM, and capital structure.
- Calculate the weighted average cost of capital for a firm.
- Apply managerial-finance strategies to business objectives in an apt scenario.
Core Course SLOs Supporting Program Outcome 1

MBA 6651

• Apply microeconomic models to real-world managerial problems using basic calculus techniques and linear programming.
• Apply demand theory and estimation to managerial decision-making.
• Explain the concept, applications, and implications of competitive advantage, including the importance of aligning core products with core competencies and core values.

MBA 6661

• Manage a marketing information system.
• Analyze consumer, industrial, and global markets.
• Designate market segments, and select target markets.
• Designate the design and management of marketing channels.
• Explain the concepts involved in integrated marketing communications.
• Articulate concepts of direct and online marketing.
• Apply marketing management strategies to business objectives in an apt scenario
Program Student Learning Outcome 2

- SLO #2: Upon completion of the MBA program, students will be able to assess the current financial as well as overall status of the organization.

- This will be measured using the MBA Capstone Exam and the MFT for the MBA. Goal is for 80% of students to score at 70% or above on the Capstone exam and for 80% to score above one standard deviation below or higher of the national mean score on the MFT.

- **Core Courses Supporting SLO #2**: ACT 6691, MBA 6611, MBA 6631, MBA 6661

Core Course SLOs Supporting Program Outcome 2

ACT 6691

- List and describe the components of the balance sheet, income statement, and statement of cash flows.
- Explain how business transactions affect financial accounting statements.
- Identify and classify cost behaviors, and explain how cost measurement is used in decision-making in organizations.
- Identify problem requirements and the information needed for problem solving in situations involving business finance and accounting.
- Apply accounting information to strategic planning, budgeting, and evaluation in an apt scenario.
MBA 6611
• Identify and justify company strengths, weaknesses, opportunities, and threats.
• Apply industry competitive analysis and company situational analysis to a manufacturing or service industry case study scenario to craft a strategic plan that optimizes the conditions for sustainable competitive advantage, correctly using quantitative tools, matrices, and models.
• Apply management, marketing, finance, and information strategies to business objectives in an apt scenario, effectively bridging the gap between theory and practice.

MBA 6631
• Analyze the financial condition of a firm using financial-statement analysis, financial-ratio analysis, Du Pont analysis, common-size analysis, comparative analysis, and trend analysis.
• Calculate financial values based on the concept of the time value of money.
• Evaluate financial assets and portfolios using fundamental analysis, modern portfolio theory, CAPM, and capital structure.
• Calculate the weighted average cost of capital for a firm.
• Apply managerial-finance strategies to business objectives in an apt scenario.
Core Course SLOs Supporting Program Outcome 2

MBA 6661

- Manage a marketing information system.
- Present the concept of managing product lines and brands.
- Articulate pricing strategies and programs.
- Designate the design and management of marketing channels.
- Explain the concepts involved in integrated marketing communications.
- Articulate concepts of direct and online marketing.

Program Student Learning Outcome 3

- SLO#3: Students will be able to create a strategic plan that incorporates common management tools and uses information from the environmental scan and internal audit.

- This will be measured using the MBA Capstone Exam and the MFT for the MBA. Goal is for 80% of students to score at 70% or above on the Capstone exam and for 80% to score above one standard deviation below or higher of the national mean score on the MFT. An additional measure of mastery will be case analyses prepared in the capstone business strategy course.

- Core Courses Supporting SLO #3: ACT 6691, MBA 6611, MBA 6631, MBA 6651, MBA 6661
Core Course SLOs Supporting Program
Outcome 3

ACT 6691
• List and describe the components of the balance sheet, income statement, and statement of cash flows.
• Explain how business transactions affect financial accounting statements.
• Identify and classify cost behaviors, and explain how cost measurement is used in decision-making in organizations.
• Describe the management control process and how accounting information is used in it.
• Identify problem requirements and the information needed for problem solving in situations involving business finance and accounting.
• Apply accounting information to strategic planning, budgeting, and evaluation in an apt scenario.

Core Course SLOs Supporting Program
Outcome 3

MBA 6611
• Describe the strategic-management process, citing appropriate theories and research, and specifically including strategy formulation, implementation, and evaluation.
• Identify and critically evaluate mission statements, strategic objectives, and organization-level strategies.
• Identify and justify company strengths, weaknesses, opportunities, and threats.
• List and describe the major competitive challenges facing organizations today.
• Apply industry competitive analysis and company situational analysis to a manufacturing or service industry case study scenario to craft a strategic plan that optimizes the conditions for sustainable competitive advantage, correctly using quantitative tools, matrices, and models.
• Apply management, marketing, finance, and information strategies to business objectives in an apt scenario, effectively bridging the gap between theory and practice.
Core Course SLOs Supporting Program
Outcome 3

MBA 6631
• Analyze the financial condition of a firm using financial-statement analysis, financial-ratio analysis, Du Pont analysis, common-size analysis, comparative analysis, and trend analysis.
• Calculate financial values based on the concept of the time value of money.
• Perform a financial forecasting analysis
• Evaluate financial assets and portfolios using fundamental analysis, modern portfolio theory, CAPM, and capital structure.
• Calculate the weighted average cost of capital for a firm.
• Calculate break-even points for quantity, price, total revenue, and operating income.
• Apply managerial-finance strategies to business objectives in an apt scenario.

MBA 6651
• Apply microeconomic models to real-world managerial problems using basic calculus techniques and linear programming.
• Use function maximization, minimization, and optimization to determine optimal price and production levels for a firm.
• Synthesize price theory, optimization, and elasticity concepts to solve managerial problems within the four market structures.
• Apply demand theory and estimation to managerial decision-making.
• Apply cost theory and estimation to product pricing and production levels.
• Explain the concept, applications, and implications of competitive advantage, including the importance of aligning core products with core competencies and core values.
Core Course SLOs Supporting Program Outcome 3

MBA 6661
- Manage a marketing information system.
- Analyze consumer, industrial, and global markets.
- Designate market segments, and select target markets.
- Present the concept of managing product lines and brands.
- Articulate pricing strategies and programs.
- Designate the design and management of marketing channels.
- Explain the concepts involved in integrated marketing communications.
- Articulate concepts of direct and online marketing.
- Apply marketing management strategies to business objectives in an apt scenario.

Program Student Learning Outcome 4

- SLO#4: Students will demonstrate knowledge of ethics as principles that guide decision making and behavior in organizations.
- This will be measured using the MBA Capstone Exam and the MFT for the MBA. Goal is for 80% of students to score at 70% or above on the Capstone exam and for 80% to score above one standard deviation below or higher of the national mean score on the MFT.
- **Core Courses Supporting SLO #4**: MBA 6611, MBA 6631, MBA 6661
Core Course SLOs Supporting Program
Outcome 4

MBA 6611

• Describe the strategic-management process, citing appropriate theories and research, and specifically including strategy formulation, implementation, and evaluation.
• Identify and critically evaluate mission statements, strategic objectives, and organization-level strategies.
• Apply industry competitive analysis and company situational analysis to a manufacturing or service industry case study scenario to craft a strategic plan that optimizes the conditions for sustainable competitive advantage, correctly using quantitative tools, matrices, and models.
• Apply management, marketing, finance, and information strategies to business objectives in an apt scenario, effectively bridging the gap between theory and practice.

Core Course SLOs Supporting Program
Outcome 4

MBA 6631

• Identify the primary duties and responsibilities of financial managers.
• Apply managerial-finance strategies to business objectives in an apt scenario.
Core Course SLOs Supporting Program Outcome 4

MBA 6661

• Analyze consumer, industrial, and global markets.
• Designate the design and management of marketing channels.
• Explain the concepts involved in integrated marketing communications.
• Apply marketing management strategies to business objectives in an apt scenario.

Program Student Learning Outcome 5

• SLO#5: Students will demonstrate knowledge of Accounting, Economics, Finance, Marketing, and Management theories concepts, and practices as applied to an organizational context.

• This will be measured using the MBA Capstone Exam and the MFT for the MBA. Goal is for 80% of students to score at 70% or above on the Capstone exam and for 80% to score above one standard deviation below or higher of the national mean score on the MFT. An additional measure of mastery will be case analyses prepared in the capstone business strategy course.

• Core Courses Supporting SLO #5: ACT 6691, MBA 6611, MBA 6631, MBA 6651, MBA 6661
Core Course SLOs Supporting Program
Outcome 5

ACT 6691
• List and describe the components of the balance sheet, income statement, and statement of cash flows.
• Explain how business transactions affect financial accounting statements.
• List and explain the basic operational and cost terms used by business organizations.
• Identify and classify cost behaviors, and explain how cost measurement is used in decision-making in organizations.
• Describe the management control process and how accounting information is used in it.
• Identify problem requirements and the information needed for problem solving in situations involving business finance and accounting.
• Apply accounting information to strategic planning, budgeting, and evaluation in an apt scenario.

MBA 6611
• Describe the strategic-management process, citing appropriate theories and research, and specifically including strategy formulation, implementation, and evaluation.
• Identify and critically evaluate mission statements, strategic objectives, and organization-level strategies.
• Identify and justify company strengths, weaknesses, opportunities, and threats.
• List and describe the major competitive challenges facing organizations today.
• Apply industry competitive analysis and company situational analysis to a manufacturing or service industry case study scenario to craft a strategic plan that optimizes the conditions for sustainable competitive advantage, correctly using quantitative tools, matrices, and models.
• Apply management, marketing, finance, and information strategies to business objectives in an apt scenario, effectively bridging the gap between theory and practice.
Core Course SLOs Supporting Program

Outcome 5

MBA 6631

• Analyze the financial condition of a firm using financial-statement analysis, financial-ratio analysis, Du Pont analysis, common-size analysis, comparative analysis, and trend analysis.
• Calculate financial values based on the concept of the time value of money.
• Perform a financial forecasting analysis
• Calculate the value and yield of corporate bonds, preferred stocks, and common stocks.
• Evaluate financial assets and portfolios using fundamental analysis, modern portfolio theory, CAPM, and capital structure.
• Calculate the weighted average cost of capital for a firm.
• Calculate break-even points for quantity, price, total revenue, and operating income.
• Describe the Black-Scholes option pricing model.
• Apply managerial-finance strategies to business objectives in an apt scenario.

Core Course SLOs Supporting Program

Outcome 5

MBA 6651

• Apply microeconomic models to real-world managerial problems using basic calculus techniques and linear programming.
• Use function maximization, minimization, and optimization to determine optimal price and production levels for a firm.
• Synthesize price theory, optimization, and elasticity concepts to solve managerial problems within the four market structures.
• Apply demand theory and estimation to managerial decision-making.
• Apply cost theory and estimation to product pricing and production levels.
• Explain the concept, applications, and implications of competitive advantage, including the importance of aligning core products with core competencies and core values.
Core Course SLOs Supporting Program
Outcome 5

MBA 6661
- Describe the concept of customer satisfaction.
- Analyze consumer, industrial, and global markets.
- Designate market segments, and select target markets.
- Diagram the new-product development process and the product life cycle.
- Present the concept of managing product lines and brands.
- Articulate pricing strategies and programs.
- Designate the design and management of marketing channels.
- Explain the concepts involved in integrated marketing communications.
- Articulate concepts of direct and online marketing.
- Apply marketing management strategies to business objectives in an apt scenario.

Assessment Procedures

- The MFT for the MBA developed by Educational Testing Services is used as the external benchmark and is taken online/proctored in the capstone MBA 6611 course.
- An internal Capstone exam (100 multiple choice questions on a case and other independent questions - total of three hours) constructed by Troy University faculty is also administered online/proctored in the capstone MBA 6611 course.
Assessment Results

- **PROGRAM ASSESSMENT DATA**

  **2006-2007**
  The average score for the MBA capstone exam was 50.4% and the average for the MFT exam was 243.7.
  - MBA CAPSTONE pass rate (70 to pass): 0.46%  GOAL: 80% PASSING
  - MFT (score of 234.7 required): 57.0%  GOAL: 80% WITHIN ONE STANDARD DEVIATION OF PASSING SCORE
  - Goals were not met.

- **2007-2008**
  - MBA CAPSTONE pass rate (70 to pass): 1.7%  GOAL: 80% PASSING
  - MFT (score of 245.4 required): 78.0%  GOAL: 80% WITHIN ONE STANDARD DEVIATION OF PASSING SCORE
  - Goals were not met.

  The pass rate for the MBA Capstone exam was low for 06-07, but improved slightly for 2007-2008 (1.7% passed vs. 0.47% for 2006-2007). The average MFT score declined slightly to 50.1% from 50.4% from 2006-2007. However, 78% achieved the goal for the MFT exam (vs. 57% for 2006-2007).

Action Pursuant to Assessment Results: 1-3

- Starting in late 2007-8, the MFT for the MBA will continue to count as 10% and the internal Capstone exam as 20% of each student’s grade in the capstone course.
- Entrance scores to the Business Graduate programs have been raised for unconditional students beginning with the 2008-2009 academic year.
- Another problem with the capstone exam is that the multiple-choice format is not consistent with the case analytic approach that most instructors use. Currently, there is less of an emphasis in the MBA program on objective tests. Instructors teach students to analyze a situation and make recommendations. Then on the capstone exam they are asked more factually-based objective questions which cause a severe disconnect. Consequently, faculty will be asked to improve our scores in both areas by having exams throughout the program that include a combination of objective questions (to ensure factual learning) and cases (to develop analytical skills).
Action Pursuant to Assessment Results: 4-5

- Increase monitoring of adjunct faculty teaching to ensure that they are truly covering the required course material and that their courses have the desired level of rigor.
- An ongoing process of reviewing syllabi and instituting a policy of requiring that course content is linked to course SLOs for individual courses is being implemented. These course SLOs are linked to program SLOs, therefore, this should assist in improving overall program learning outcomes. A committee has been formed to review and evaluate the MBA capstone course and exam process. Some actions being reviewed include enforcement of prerequisite requirements for the capstone course. This should be developed in the online course registration system to prevent students from enrolling in the capstone course without the necessary prerequisites and knowledge of content covered in capstone exams. In addition a review of the internal assessment capstone exam will be conducted to determine the validity of the exam. This is warranted due to the disparity of the assessment outcomes between the internal and external benchmark exams (the capstone exam and the MFT.)

How Do Program Changes Come About

- The annual assessment results for the previous AY are sent to the MBA DCC Chair and to the Director of Graduate Business Programs early during the fall semester. The MBA DCC Chair then meets with the MBA DCC to evaluate assessment results and to develop and recommend any action or program alterations to improve assessment outcomes. In turn, any substantive recommendations go to the SCOB Graduate Committee for review and approval and a further recommendation is made to the Dean of the SCOB. The Dean then submits a proposal to the Graduate Council for final approval.
The Assessment Cycle

Assessment Procedures

MFT Internal Assessment

Assessment Results
Compiled
Recorded
Disseminated to DCCs for program improvement

Activities for Program Improvement
Faculty Mentoring
Syllabus reviews
Core course SLO testing
College of Education

Master of Science in Education –
Traditional 5th Year,
Secondary Education (6-12)
GRADUATE

• Program Overview
• Plans and Improvements
• Expected Outcomes and Results
• Plans for Further Improvement
Program Overview

• The Master of Science in Education – Traditional 5th Year, Secondary Education (6-12) is offered on the following campuses:

  – Dothan
  – Troy

Program Overview, cont.

• The primary purpose of the Master of Science in the Secondary Teacher Program at Troy University is to broaden knowledge in psychological, sociological, and philosophical theory as it relates to classroom instruction and applied research, thereby providing a strong framework for accommodating diversity in both the graduate student and societal need. This knowledge is enhanced through the analysis of research in the various educational disciplines.
Program Overview, cont.

- The program is designed to help teachers serve more effectively, the purposes developed through the knowledge, values, and skills acquired at the Class B level. The focus of the Master of Science Program is to enhance the graduate student’s perspective of sound educational judgments, to facilitate critical thinking, and to encourage graduates to become agents of change. The intent of the program is to develop higher levels of competence as a teacher than is possible at the Class B level.

Plans and Improvements

- Curriculum groups have worked since the merger to implement critical assignments in every course that meets state standards.
- The curriculum committee (which consists of faculty members in this area) have identified strengths of the program and feel that “Critical Assignments and Field experiences and critical assignments are strongly connected and aligned”
Expected Outcomes and Results

• SLO1: Upon completion of the Master of Science degree program, 80 percent of all candidates will demonstrate their preparation for teaching (290-3-3-.44) as measured by a written and/or oral comprehensive examination administered by the appropriate academic department.

Expected Outcomes and Results

• Annual Analysis of SLO1 indicated the following results:
  • 2006-2007 94 Dothan candidates took comprehensive exam and 100% successfully passed it. 2007-2008 81 Dothan candidates took comprehensive exam and 100% successfully passed it.
  • Therefore, we exceeded our goal of 80 percent.
Expected Outcomes and Results

- SLO2: Upon completion of the Master of Science degree program, (80) percent of all candidates will demonstrate knowledge of strategies and methods for incorporating technology into curriculum, instruction, assessment, and classroom management. 290-3-3-.42(4) (a-d)
  1) Successfully completed (made B or better) Technology Course EDU 6611 Critical Assignments -- WebQuest and Website.

Expected Outcomes and Results

- Annual Analysis of SLO2 indicated the following results:
  1. 2006-2007 N=11 100% of the candidates demonstrated knowledge of strategies and methods for incorporating technology into curriculum, instruction, assessment, and classroom management.
  2. 2007-2008 N=5 100% of the candidates demonstrated knowledge of strategies and methods for incorporating technology into curriculum, instruction, assessment, and classroom management.
  3. Therefore, our goal was exceeded in the 2006-2007 and 2007-2008 academic years.
Expected Outcomes and Results

• SLO3: Upon completion of the Master of Science degree program, (80) percent of all candidates will demonstrate knowledge of all students’ development and their learning needs and capabilities. 290-3-3-.42(4)(e)

1) Successful completion of PSY 6631, SPE 6630 (made B or better).

Expected Outcomes and Results

• Annual analysis of this student learning outcome indicated the following results:
• 2006 - 2007 N=6 90% of the candidates demonstrated knowledge of all students’ development and their learning needs and capabilities. 100% successfully completed PSY 6631 and SPE 6630.
• Therefore, the goal was exceeded.
Expected Outcomes and Results

- SLO4: Upon completion of the Master of Science degree program, (80) percent of all candidates will demonstrate knowledge of Monitoring Student Learning. 290-3-3-.42(4)(e)

  1) Successful completion of EDU 6653 (made B or better).

Expected Outcomes and Results

- Analysis of SLO4 indicated the following results:
  - 100% of the candidates demonstrated knowledge of Monitoring Student Learning.
  - 100% successful completed EDU 6653.
  - Therefore, this goal was exceeded.
Plans For Further Improvements

• According to the curriculum committee group, the following areas were identified as areas for further improvements:

• Regarding Standardized Assessments:
  1. Revise AQT grading rubric make available to students beforehand
  2. Study guide for AQT

• Faculty are having to spend time teaching students how to use Livetext.

Plans For Further Improvements

• Regarding Survey Reports:
  1. Surveys need to be identified
  2. Surveys need to be given (mandatory) at a specific time (i.e., class)
  3. Survey information needs to be distributed to all teaching disciplines so each discipline may report on PER

• Surveys need an area for students to identify their specific discipline
College of Communication and Fine Arts

Communication Arts – Theatre Major

Communication Arts – Theatre Major

- Program Overview
- Plans and Improvements
- Expected Outcomes and Results
- Plans for Further Improvement
Program Overview

- The Department of Theatre and Dance offers a Bachelor of Science/Arts in Communication Arts-Theatre at the Troy campus. This major is currently not offered at any other site or through the eCampus. The University does offer several theatre courses on the Dothan campus to support the English Language Arts degree that requires limited courses in theatre.
- The 36 hour major is designed to prepare theatre generalists while at the same time fostering a philosophy throughout the department and program which expects students to find a specific focus in theatre-performance, production, design, business, or education.
- The major is intended to (1) foster an atmosphere of creative experimentation in theatre performance and to develop theatre performance as an academic, cultural, and recreational activity leading to advanced study, a related job market, or self-fulfillment; and (2) provide a historical perspective on the development of theatre.
- The number of students in the program has increased from 40 to 80 during the past three years.
- Five (5) theatre faculty members, with one serving in an administrative capacity as well.

Plans and Improvements

Based on prior assessment activities over the past three years, the program has implemented several improvements including:

- Fostering a first year theatre initiative which includes tracking first year students through the 1 p.m. hour their first semester, placing them in either their own technical theatre class, a children's theatre performance ensemble, and a weekly advising session led by upper level student mentors. The goal of this initiative was to promote retention, provide more integration into the program at the freshman level, and raise the level of expectation for first year students.
Plans and Improvements

- creating the new Department of Theatre and Dance (effective May 2008).
- by dissolving the former Department of Speech and Theatre, sending the speech communication major to be housed in and managed by the School of Journalism.
- and bringing a standing dance minor from the College of Health & Human Services to CCFA thereby revitalizing the curriculum, and establishing a recruited elite Repertory Dance Ensemble.

Plans and Improvements

- creating the P-12 theatre education degree which allows the student the option of adding a second major in education to gain teacher certification as a theatre arts specialist.
- establishing several across the curriculum assignments which span all classes and levels. (monthly dramaturgy/play reports; production responses; academic and professional portfolios).
Plans and Improvements

✓ the program’s production of A Lesson Before Dying (produced during the 08-09 academic year along with the University’s Freshmen Reading Initiative) showcased at the Kennedy Center-American College Theatre Festival Region IV, one of six productions in a ten state (southeastern) region.
✓ a theatre faculty member was selected for a Directing Fellowship at the Kennedy Center in 2008.

Expected Outcomes and Results

• ANALYZE-Theatre majors are expected to be able to demonstrate ability to analyze the dramatic elements of a play according to the Aristotelian elements of plot, character, thought, diction, music, and spectacle. The written analysis will be evaluated according to a play analysis rubric administered through DRA 4451-Directing I. 70% of students will earn a rubric score of 3 or 4.

PRIOR RESULTS: 64% of the students completing the ANALYZE SLO earned the expected rubric score of 3.0 on a 4.0 scale. 70% was the expected minimum result.

SPRING 2008 RESULTS: 70% scored a minimum of 3 on the 4-point scale--3.26; 3.8; 3.8; 3.5; 3.0. 30% scored below-- 2.8; 2.6; 2.5

This expectation has been met.

• CRITIQUE-Theatre majors are expected to demonstrate ability to critique a live theatre performance according to a format used by respondents for the Kennedy Center-American College Theatre Festival appraising the strengths and weaknesses of play selection, direction, acting, ensemble work, design elements, technical elements, and overall effect. The critique will be evaluated according to a performance critique rubric administered through DRA 4455 Senior Capstone or DRA 4481 Methods and Materials. Students will earn a rubric score of 3 or 4.

This expectation has not been met.
Expected Outcome and Results continued

• CREATE-Theatre majors will create a theatrical project (acting, directing, stage management, marketing/public relations, play script, movie, or the design and execution of costumes, lighting, scenery, sound, or properties) for a public presentation and defense. This creation (and its defense) will be evaluated according to a project analysis rubric administered through the Senior Theatre Capstone course (DRA 4455). Students will earn a rubric score of 3 or 4.

PRIOR RESULTS: 100% of the students completing the Senior Theatre Capstone course earned a rubric score of 4.0 on a 4.0 scale thereby satisfying the CREATE SLO requirement of rubric score of at least 3.0 on a 4.0 scale. Scores earned were 3.8 and 3.2 during spring 2007.

SPRING 2008: 11 students completed the creative project 7 students scored at the 3.0 - 4.0 level (on a 4pt scale). 4 students scored at the 2.0 level (on a 4 pt scale).

This did not meet the expectation of every student earning a score of 3 or 4.

Expected Outcome and Results continued

• ASSESS-Theatre majors will complete the Praxis II in the theatre discipline earning a minimum score of 510 (passing score for Alabama teacher certification). Completion of the Praxis II will be a requirement of the Senior Theatre Capstone course (DRA 4455). 80% of the students who take the exam will score at the teacher certification level for the state of Alabama. Additionally students will complete the Departmental Exit Exam, which includes detailed curriculum/program questions and an attitude survey designed to enhance assessment and improvements to the total program.

PRIOR RESULTS: The required completion of the Praxis II in theatre became effective for Theatre Track majors in the fall of 2007.

SPRING 2008: 11 students completed the PRAXIS II in the theatre content area. 10 students passed the PRAXIS II at a score of 510 (passing score) or higher. (610 - 840) 1 student did not pass the PRAXIS II. The score was 480.

10/11 students scored from 610 -840 (minimum score of 510 to pass) 1/11 students scored 480.

Currently we are exceeding the expectation that 80% of students taking the Praxis II will pass.
Plans For Further Improvement

• With the growth in numbers of theatre majors, significant overloads, the inclusion of an active dance minor, and the new theatre education program, the department hopes to add faculty members in the areas of performance (acting/directing), theatre education, musical theatre, and/or theatre history/dramaturgy.

• The Department is developing plans for the general studies course DRA 2200 Introduction to Drama to be taught in the eCampus.

• With the significant increase in the numbers of majors, the theatre program is initiating two specialized performance ensembles to meet the needs of students—a musical theatre ensemble and a classical theatre ensemble.

• As a result of students taking the Praxis II Subject Area/Theatre exam (and though we exceeded the expectation) we found that: 1. Education students have the classes/experiences with the professional studies section, but even without those classes our students are scoring well. 2. All students (even those who scored high) do not have satisfactory scores in the theory/lit/history section of the exam. The theatre faculty will begin to strategize on curriculum to further enhance theatre students’ knowledge of theory, dramatic literature, and history.

Plans For Further Improvement continued

• Regarding the CREATE SLO: The faculty plans to monitor students more closely on the selection of the project, meeting process deadlines, and showcasing the project, particularly if the projects are working independent of a main stage production.

• Regarding the CRITIQUE SLO: The faculty will focus on the full development of response in the particular area they are teaching (design, technical, acting, directing, etc.) rather than a broad response to cover the entire play. Additionally, we will move the assessment of this SLO into the capstone course with goal of having the student write a final comprehensive response to a production. This should provide more accurate responses which in turn will show where we are not engaging effectively and also where the students are deficient.
College of Health and Human Services

Bachelor of Science in Human Services

Bachelor of Science
Human Services Major

- Program Overview
- Plans and improvements
- Expected Outcomes and Results
- Plans for Improvement
Program Overview

• The University offers a Bachelor of Science in Human Services at the Troy campus.
• The purpose of the Human Services major is to prepare graduates for entry level positions in a myriad of human services delivery systems where specialized training is not required. The curriculum is designed to provide the student with an understanding of human behavior within the social environment, social and human service delivery systems, and basic skills necessary for communication with clients and implementation of intervention strategies.

Plans and Improvements

• Based on prior assessment activities over the past three years, the Human Services program has implemented improvements, including increasing the percentages of employers who respond students are well prepared for employment and increasing the percentage of student ratings on the Practicum Evaluation.
Program Level Expected Outcomes
(including student learning outcomes)

• Twenty (20) human services majors will complete their B.S. in Human Services each year. The department has exceeded this outcome with an average of twenty five (25) graduates each year for the past 5 years.
• 80% of agency instructors “strongly agree” students met objectives related to educational programs and identifiable human conditions (Agency Instructor Survey).
  - 2006: 78% responded “strongly agree” – failed to meet expectations
  - 2007: 80% responded “strongly agree” – met expectations
  - 2008: 100% responded “strongly agree” – exceeded expectations

Program Level Expected Outcomes, contd.

• 80% of returned Employer Surveys “strongly agree” graduates are able to utilize information, problem solve, assess, evaluate, and implement necessary interventions.
  - 2006: 93% responded “strongly agree” – exceeded expectations
  - 2007: 93% responded “strongly agree” – exceeded expectations
  - 2008: 100% responded “strongly agree” – exceeded expectations
Program Level Expected Outcomes, contd.

• 80% of students will score “strongly agree” on the Practicum Evaluation regarding problem solving as it relates to applying knowledge of perspectives of the environment, social systems, economic, political, and cultural factors which impede human development.
  - 2006: 93% responded “strongly agree” – exceeded expectations
  - 2007: 100% responded “strongly agree” – exceeded expectations
  - 2008: 100% responded “strongly agree” – exceeded expectations

Program Level Expected Outcomes, contd.

• 80% of students will respond “strongly agree” on the Student Survey regarding preparation and knowledge of perspectives which impeded human development.
  - 2006: 100% responded “strongly agree” – exceeded expectations
  - 2007: 100% responded “strongly agree” – exceeded expectations
  - 2008: 100% responded “strongly agree” – exceeded expectations
Plans For Further Improvement

• The program will revise data collecting process for Program Level Outcomes.
• The program will increase the number of graduates to twenty-seven (27) per year.
• The program will revise assessment procedures for Program Level Outcomes (i.e., research capstone examination selected by faculty and/or standardized examination).
3.3.1.1 Supporting Documentation

2. Assessment Matrix: Academic programs, Alabama campuses
### Institutional Effectiveness Matrix

**Expected Outcomes for Academic Programs**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Does not Meet Expected Outcomes</th>
<th>Meets Expected Outcomes</th>
<th>Exceeds Expected Outcomes</th>
<th>Program Not Offered</th>
</tr>
</thead>
</table>

#### College of Arts and Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>Dothan Campus</th>
<th>Montgomery Campus</th>
<th>Phenix City Campus</th>
<th>Troy Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Major</td>
<td></td>
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<tr>
<td>Biology Program</td>
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<tr>
<td>Biology, Preprofessional Major</td>
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<tr>
<td>Chemistry Major</td>
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<tr>
<td>Chemistry Program</td>
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<tr>
<td>Comprehensive General Science Program</td>
<td>Meets</td>
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<td>Gray</td>
</tr>
<tr>
<td>Computer Science Program</td>
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</tr>
<tr>
<td>Computer Science, Applied Major</td>
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<tr>
<td>Computer Science, Associate of Science</td>
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<tr>
<td>Criminal Justice Major</td>
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<tr>
<td>English Major</td>
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<tr>
<td>English-Language Arts Program</td>
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<tr>
<td>Environmental Science Program</td>
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<tr>
<td>General Education, Associate of Arts</td>
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<tr>
<td>General Education, Associate of Science</td>
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<tr>
<td>Geomatics, Bachelor of Science</td>
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<tr>
<td>History Major</td>
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</tr>
<tr>
<td>Marine Biology Program</td>
<td></td>
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</tr>
<tr>
<td>Master of Public Administration</td>
<td></td>
<td></td>
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<td>Gray</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
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<tr>
<td>Master of Science in Criminal Justice</td>
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</tr>
<tr>
<td>Master of Science in Environmental and Biological Sciences</td>
<td>Meets</td>
<td></td>
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<tr>
<td>Master of Science in International Relations</td>
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<tr>
<td>Mathematics Major</td>
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<tr>
<td>Political Science Major</td>
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<tr>
<td>Social Science Major</td>
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<tr>
<td>Sociology Major</td>
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</tbody>
</table>

#### College of Communication and Fine Arts

<table>
<thead>
<tr>
<th>Program</th>
<th>Dothan Campus</th>
<th>Montgomery Campus</th>
<th>Phenix City Campus</th>
<th>Troy Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Technology and Innovation Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Education</td>
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<tr>
<td>Art Major</td>
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<tr>
<td>Art, Bachelor of Fine Arts in Studio</td>
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<tr>
<td>Broadcast Journalism Major</td>
<td></td>
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</tr>
<tr>
<td>Communication Arts Major (Tracks in Communication Studies and Theatre)</td>
<td>Meets</td>
<td></td>
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</tr>
<tr>
<td>Foreign Language Major, Bachelor of Arts</td>
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<tr>
<td>Music Major (Tracks in choral emphasis, instrumental emphasis and general music)</td>
<td>Meets</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Print Journalism Major</td>
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</tbody>
</table>
# Institutional Effectiveness Matrix

**Expected Outcomes for Academic Programs**

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Dothan Campus</th>
<th>Montgomery Campus</th>
<th>Phenix City Campus</th>
<th>Troy Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education, M.S.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Clinical Mental Health Counseling, M.S. in Counseling and Psychology</td>
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</tr>
<tr>
<td>Collaborative Teacher (6-12), B.S.</td>
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<tr>
<td>Collaborative Teacher (K-6), B.S.</td>
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</tr>
<tr>
<td>Collaborative Teacher (K-6), M.S.Ed. (Traditional)</td>
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<tr>
<td>Community Counseling, Ed.S.</td>
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<tr>
<td>Community Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>Corrections Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>Early Childhood Education (P-3), B.S.</td>
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<tr>
<td>Early Childhood Education (P-3), Ed.S.</td>
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<tr>
<td>Early Childhood Education (P-3), M.S.Ed. (Alternative)</td>
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<tr>
<td>Early Childhood Education (P-3), M.S.Ed. (Traditional)</td>
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<tr>
<td>Educational Administration, Ed.S.</td>
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<tr>
<td>Elementary Education (K-6), B.S.</td>
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<tr>
<td>Elementary Education (K-6), Ed.S.</td>
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<tr>
<td>Elementary Education (K-6), M.S.Ed. (Alternative)</td>
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<tr>
<td>Elementary Education (K-6), M.S.Ed. (Traditional)</td>
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<tr>
<td>Gifted Education (P-12), M.S.Ed. (Traditional)</td>
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<tr>
<td>Interdisciplinary Education (P-12), B.S.</td>
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<tr>
<td>Interdisciplinary Education (P-12), M.S.Ed. (Alternative) (Majors: Art, Instrumental Music, Choral Music, &amp; Physical Edu)</td>
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<td></td>
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</tr>
<tr>
<td>Interdisciplinary Education (P-12), M.S.Ed. (Traditional) (Majors: Art, Instrumental Music, Choral Music, &amp; Physical Edu)</td>
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<tr>
<td>Interpreter Training Program, B.S.</td>
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<tr>
<td>Post-Secondary Education, M.S.</td>
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<tr>
<td>Psychology Comprehensive Program, B.S.</td>
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<tr>
<td>Psychology Major, B.S.</td>
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<tr>
<td>Reading Specialist (P-12), M.S.Ed. (Traditional)</td>
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<tr>
<td>Rehabilitation Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>School Counseling (P-12), M.S.Ed. (Instructional Support Programs)</td>
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<tr>
<td>School Counseling, Ed.S.</td>
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<tr>
<td>School Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>School Psychology, Ed.S.</td>
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<tr>
<td>School Psychometry (P-12), M.S.Ed. (Instructional Support Programs)</td>
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<tr>
<td>School Psychometry, M.S. in Counseling and Psychology</td>
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<tr>
<td>Secondary Education (6-12), B.S.</td>
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<tr>
<td>Secondary Education (6-12), M.S.Ed. (Alternative)</td>
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<tr>
<td>Secondary Education (6-12), M.S.Ed. (Traditional)</td>
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<tr>
<td>Social Services Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>Student Affairs Counseling, M.S. in Counseling and Psychology</td>
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<tr>
<td>Substance Abuse Counseling, M.S. in Counseling and Psychology</td>
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</tbody>
</table>
### Institutional Effectiveness Matrix

**Expected Outcomes for Academic Programs**

<table>
<thead>
<tr>
<th>Does not Meet Expected Outcomes</th>
<th>Meets Expected Outcomes</th>
<th>Exceeds Expected Outcomes</th>
<th>Program Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Health and Human Services</strong></td>
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<tr>
<td>Athletic Training Program, B.S.</td>
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<tr>
<td>Health and Physical Education Comprehensive Major</td>
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<tr>
<td>Human Services Major</td>
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<tr>
<td>Nursing, A.S.</td>
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<tr>
<td>Nursing, B.S.</td>
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<tr>
<td>Nursing, M.S.</td>
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<tr>
<td>Physical Education Major</td>
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<tr>
<td>Rehabilitation Program</td>
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<tr>
<td>Social Work Program</td>
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<td>Sports and Fitness Management, B.S.</td>
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<tr>
<td>Sports and Fitness Management, M.S.</td>
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<tr>
<td><strong>Sorrell College of Business</strong></td>
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<td>Accounting Major</td>
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<tr>
<td>Business, Associate of Science</td>
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<tr>
<td>Executive Master of Business Administration</td>
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<tr>
<td>Finance Major</td>
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<tr>
<td>General Business Major</td>
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<tr>
<td>Information Systems Major</td>
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<td>Management Major</td>
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<tr>
<td>Marketing Major</td>
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<td></td>
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</tr>
<tr>
<td>Master of Business Administration</td>
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</tr>
<tr>
<td>Master of Science in Human Resource Management</td>
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<tr>
<td>Master of Science in Management</td>
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</tr>
<tr>
<td>Resources and Technology Management, Bachelor of Applied Science in</td>
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<tr>
<td>Risk Management and Insurance Major</td>
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</tbody>
</table>
3.3.1.1 Supporting Documentation

3. Assessment Matrix: College of Arts and Sciences
    programs offered in Global Campus
## Institutional Effectiveness Matrix

### Expected Outcomes for Academic Programs

<table>
<thead>
<tr>
<th>Atlantic Region</th>
<th>Southeast Region</th>
<th>Western Region</th>
<th>International Region</th>
<th>eCampus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>Biology Major</td>
<td>Chemistry Major</td>
<td>College of Arts and Sciences</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Biology Program</td>
<td>Biology, Preprofessional Major</td>
<td>Chemistry Program</td>
<td>Biology Major</td>
<td>Biology Major</td>
</tr>
<tr>
<td>Biology</td>
<td>Comprehensive General Science Program</td>
<td>Computer Science Program</td>
<td>Comprehensive General Science Program</td>
<td>Comprehensive General Science Program</td>
</tr>
<tr>
<td>Chemistry Major</td>
<td>Computer Science, Applied Major</td>
<td>Computer Science, Associate of Science</td>
<td>Computer Science, Associate of Science</td>
<td>Computer Science, Associate of Science</td>
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<tr>
<td>Chemistry</td>
<td>Criminal Justice Major</td>
<td>Criminal Justice Major</td>
<td>Criminal Justice Major</td>
<td>Criminal Justice Major</td>
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<tr>
<td>Chemistry</td>
<td>English Major</td>
<td>English Major</td>
<td>English Major</td>
<td>English Major</td>
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<tr>
<td>Chemistry</td>
<td>English Language Arts Program</td>
<td>English Language Arts Program</td>
<td>English Language Arts Program</td>
<td>English Language Arts Program</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Environmental Sciences Program</td>
<td>Environmental Sciences Program</td>
<td>Environmental Sciences Program</td>
<td>Environmental Sciences Program</td>
</tr>
<tr>
<td>Chemistry</td>
<td>General Education, Associate of Arts</td>
<td>General Education, Associate of Science</td>
<td>General Education, Associate of Science</td>
<td>General Education, Associate of Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Geomatics, Bachelor of Science</td>
<td>Geomatics, Bachelor of Science</td>
<td>Geomatics, Bachelor of Science</td>
<td>Geomatics, Bachelor of Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>History Major</td>
<td>History Major</td>
<td>History Major</td>
<td>History Major</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Marine Biology Program</td>
<td>Marine Biology Program</td>
<td>Marine Biology Program</td>
<td>Marine Biology Program</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Master of Public Administration</td>
<td>Master of Public Administration</td>
<td>Master of Public Administration</td>
<td>Master of Public Administration</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Master of Science in Computer Science</td>
<td>Master of Science in Computer Science</td>
<td>Master of Science in Computer Science</td>
<td>Master of Science in Computer Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Master of Science in Criminal Justice</td>
<td>Master of Science in Criminal Justice</td>
<td>Master of Science in Criminal Justice</td>
<td>Master of Science in Criminal Justice</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Master of Science in Environmental and Biological Sciences</td>
<td>Master of Science in Environmental and Biological Sciences</td>
<td>Master of Science in Environmental and Biological Sciences</td>
<td>Master of Science in Environmental and Biological Sciences</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Master of Science in International Relations</td>
<td>Master of Science in International Relations</td>
<td>Master of Science in International Relations</td>
<td>Master of Science in International Relations</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics Major</td>
<td>Mathematics Major</td>
<td>Mathematics Major</td>
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<tr>
<td>Chemistry</td>
<td>Political Science Major</td>
<td>Political Science Major</td>
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<tr>
<td>Chemistry</td>
<td>Social Science Major</td>
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<tr>
<td>Chemistry</td>
<td>Sociology Major</td>
<td>Sociology Major</td>
<td>Sociology Major</td>
<td>Sociology Major</td>
</tr>
</tbody>
</table>

### College of Arts and Sciences

- Biology Major
- Biology Program
- Biology, Preprofessional Major
- Chemistry Major
- Chemistry Program
- Comprehensive General Science Program
- Computer Science Program
- Computer Science, Applied Major
- Computer Science, Associate of Science
- Criminal Justice Major
- English Major
- English Language Arts Program
- Environmental Sciences Program
- General Education, Associate of Arts
- General Education, Associate of Science
- Geomatics, Bachelor of Science
- History Major
- Marine Biology Program
- Master of Public Administration
- Master of Science in Computer Science
- Master of Science in Criminal Justice
- Master of Science in Environmental and Biological Sciences
- Master of Science in International Relations
- Mathematics Major
- Political Science Major
- Social Science Major
- Sociology Major
3.3.1.1 Supporting Documentation

4. Homer: Chancellor’s Briefing example, College of Arts and Sciences
Annual Briefing
for
Chancellor Jack Hawkins, Jr.
by
Bill Richardson
College of Arts & Sciences
2009

Outline of Presentation

• Status of SACS Preparation
• Status of Strategic Objectives
• Three Major Accomplishments of 2009
• Three Major Initiatives for 2009 with Financial Implications
Status of SACS Preparation

- Update of faculty files
  - Eleven de-certifications
  - More exacting out-of-field justifications
- Development and implementation of QEP
  - Supported by College representatives from all Alabama Campuses
  - Next steps - develop Common Reading Initiative in General Studies courses and in major fields of study

Status of SACS Preparation

- Completed first full-year evaluation of all programs
  - Achieved 63% percent of SLOs
  - Remediation strategies being developed to improve to 100%
- Recruiting CJ faculty member with doctorate to meet SACS requirement
  - First round of recruitment - unsuccessful
  - Re-advertised in professional journals and increased efforts at doctoral granting institutions
  - Interview with candidate scheduled
Status of Strategic Objectives

• College faculty and staff served on First-Year Studies Committee to:
  – Pilot the Common Reading Initiative
  – Develop the QEP
  – Next step - Install Grades First in developmental courses

• Developed new academic programs
  – Food Safety concentration in biology
  – MSCJ concentration in Homeland Security – pending
  – AMEC Initiative
  – Informational Systems major in A&S – pending

Status of Strategic Objectives

• Participation on the College of Science and Technology development team
  – Study team organized
  – Team objectives developed
  – Preliminary organizational models developed
  – Report to Provost scheduled
Status of Strategic Objectives

• Pursuit of Professional Accreditation
  – Master in Public Administration – NASPAA
    • Self-study complete
    • Site visit scheduled Spring 2009
    • Accreditation in August 2009
  – BS in Surveying and Geomatic Sciences – ABET
    • Self-study data collected
    • Preparing self-study report
    • Will submit “Request for Evaluation,” January 2010

• Benchmarked Programs of Excellence
  – Master in Public Administration
    • Benchmarked NASPAA programs identified
    • Comparative evaluation being performed
  – BS in Surveying and Geomatic Sciences
    • Benchmarked ABET programs identified
    • Comparative evaluation being performed
  – MS in Environmental and Biological Science
    • Benchmarked programs identified
    • Evaluation criteria being developed
Status of Strategic Objectives

• Internationalization Initiatives
  – Study Abroad – Dr. Alicia Whatley, Environmental Science and Management, Vyatka State Humanities University – in conjunction with SCOB
  – Inaugural Ambassador-in-Residence Sichan Siv, Former US Ambassador to the UN ECOSOC
  – Dr. Katya Kobeleva, Visiting Scholar in English, Vyatka State Humanities University
  – Dr. Weigun Wang, Visiting Scholar in Chemical Education, Soochow University, China – with COE

• Internationalization Initiatives
  – Dr. Dennis Del Castillo Torres, Visiting Scholar in Environmental Science, Amazon Study Institute, Peru
  – Dr. Reha Yilmaz, Visiting Scholar in Political Science, Qafqaz University, Baku, Azerbaijan
  – Dr. Emrah Orhun, Computer Science, European Union Countries
  – 2 + 2 Programs - Visit from chemistry faculty and staff of Qingdao University, expecting first chemistry students, Fall 2009
Status of Strategic Objectives

- 100% Training in Technology Used to Perform Responsibilities
  - Audit of technology - completed
  - Evaluation of present technology training - completed
  - Needs assessment - completed
  - Presentation to leadership - in progress
  - Implementation of recommendations - 2009
  - Evaluation and potential redesign - 2009 & 2010

Status of Strategic Objectives

Sponsored Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Amount, $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funded</td>
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</tr>
<tr>
<td></td>
<td>Not Funded</td>
<td>1,638,409</td>
</tr>
<tr>
<td></td>
<td>Pending</td>
<td>1,356,338</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,345,542</td>
</tr>
</tbody>
</table>
Three Major Accomplishments

- **CS/IS Initiative with SCOB**
  - Clarification of CS and IS curricula
  - IS major in A&S with three concentrations
    - Dothan Campus
  - Revised prerequisite path in CS for more efficient flow in curriculum
  - MSCS available to international students in Montgomery

- **Appointment of associate dean for the Troy Campus/Global Campus**
  - Stability of administration
  - More attention to college-wide and university issues

- **Improved Coordination and Communication between A&S and eCampus**
  - Scheduling courses
  - eCampus Quality Assurance Initiative, ongoing initiative
Three Major Initiatives

- NASPAA Accreditation of Master in Public Administration
  - Will establish Troy University as a regional premier institution in government, political science, and public affairs education
  - Increased enrollments – professional accreditation broadens potential student target audience
  - Financial implications
    - Site visit in April - $13,000 (budgeted)
    - University faculty meetings - $2,500 per year
    - Increased tuition revenue - ? beginning in 2009

Three Major Initiatives

- Establish International Program on Montgomery Campus – Master of Science in Computer Science
  - Increase enrollment in graduate CS program
  - Attract undergraduate CS students
  - Financial implications
    - Potentially, replacement faculty - $70,000 with benefits (budgeted)
    - Increased tuition revenue - ? In 2009
Three Major Initiatives

• Development of Nuclear Operations and Technology minor/AS degree
  – Expansion into new science and technology area with specific and timely appeal – national STEM initiative
  – Appeal to traditional and nontraditional students, particularly military, via eCampus
  – Accommodates restoration of nuclear power industry in US
  – Financial Implications
    • $348,000 grant application to Nuclear Regulatory Agency submitted
    • Additional faculty - ? in 2011
    • Increased tuition revenue - ? in 2011
COMPREHENSIVE STANDARD 3.3.1.2

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 each of the following areas:

3.3.1.2 administrative support services (Institutional Effectiveness)

Recommendation 7: The Committee recommends that the institution provide sufficient evidence that it identifies for each of its on-campus and off-campus locations worldwide, including its eCampus, a) its expected outcomes for administrative support services; b) its assessments of the extent to which those expected outcomes are achieved at each location; and c) evidence of improvements made in those administrative support services at those individual locations based upon analysis of the results.

Summary of On-Site Review Committee Comments

Because Troy University’s multiple instructional sites and campuses serve a wide variety of students in learning environments that are substantially different from one another, the On-Site Review Committee expected to see evidence that the assessment system was taking those important differences into account in relation to administrative services. The committee found that the existing reporting system, Dashboard, did not have the capacity to report the planning, assessment, and improvements that are happening at each of the Troy University campuses in the area of administrative services. Although the institution conducts many assessment surveys related to administrative services, these data have not been adequately disaggregated for all teaching locations, and the institution cannot show how these data result in plans for improvement.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Developing a new Web-based reporting system to present institutional effectiveness data for all Troy University locations.
2. Hiring an additional institutional research professional to expand assessment of administrative support services.
3. Adopting a new system of evaluating the extent to which administrative support service outcomes are exceeded, met, or not met.
4. Revising the reporting system to ensure that Plans For Further Improvement are included in each year’s assessment cycle.

While Troy University’s assessment of the effectiveness of administrative support activities was considered by the institution and the Off-Site Review Committee to meet the requirements of Comprehensive Standard 3.3.1.2, the On-Site Review Committee has pointed out that the revisions to the standard made in December, 2007 by SACS have raised the bar for this standard.
Consistent with the changes that have been made in Comprehensive Standard 3.3.1.1, Troy University has retired its Dashboard system and has developed a new Web-based reporting system, Homer (http://homer.troy.edu), for telling the Troy University story related to administrative support activities. In order to respond rapidly to this issue, the University has advertised, conducted a search and hired an additional institutional research specialist who has more than ten years experience to focus on the assessment and reporting of administrative and educational support activities.

The Homer Web site is now operational and already includes a significant amount of information for administrative programs. Visitors to Homer can click on “Administrative Support Programs” on the front page and will find a list of major administrative support programs, including admissions, advancement, auxiliary services, budgeting and finance, information technology, institutional research, and others. An overview matrix (Supporting Documentation 1) provides assessment results for administrative support services at all Troy University locations worldwide, based on key stakeholder feedback, using red to indicate that expectations are not being met, yellow to indicate that expectations are being met, and green to indicate expectations are exceeded.

When a visitor clicks on each category in Homer, he or she can access Chancellor’s Briefings for the previous three years that provide an overview of the plans and improvements in each administrative area. These materials are presented to the Chancellor during the briefings conducted in January of each year. Additionally, each administrative program will have a) a statement of expected outcomes; b) an assessment of the extent to which outcomes are exceeded, met, or not met; and c) a summary of the improvements that have been made over the previous three years. All administrative programs will have Plans For Further Improvement posted, as well.

Significant information from this review cycle flows up through the vice chancellors and senior vice chancellors to the Chancellor in the annual Chancellor’s Briefings conducted each year in January, and significant plans for improvement will be included in the budgeting process. Sample Chancellor’s Briefings are provided in Supporting Documentation 2-4.

Administrative program activities at Troy University’s smaller locations in Global Campus are organized in Homer by location, and evaluation of these programs will be accessed through by clicking “Troy University Locations” on the main page.

Conclusion
Troy University has responded to this issue immediately and has made significant progress toward completing this upgrade to meet the higher SACS expectations. The Uni-
versity has added sufficient resources to successfully complete this upgrade by December, 2009.

**Supporting Documentation**

1. Assessment Matrix: Administrative Programs, Alabama campuses and Global Campus
2. *Homer*: Chancellor's Briefing example, Information Technology
3. *Homer*: Chancellor's Briefing example, Enrollment Management
4. *Homer*: Chancellor's Briefing example, Auxiliary Services
3.3.1.2 Supporting Documentation

1. Assessment Matrix: Administrative programs, Alabama campuses and Global Campus
### Assessment of Administrative Support Programs

#### 2008 Senior Survey

% of Students Satisfied  
Expectation is 85 - 90% Satisfied

<table>
<thead>
<tr>
<th></th>
<th>Dothan Campus</th>
<th>Montgomery Campus</th>
<th>Phenix City Campus</th>
<th>Troy Campus</th>
<th>eCampus</th>
<th>Global Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Facilities - Quality</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Satisfaction with Safety at Campuses</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Red</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

#### Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Green = Exceeds Expectations</td>
<td>91% and above</td>
</tr>
<tr>
<td>Yellow = Meets Expectations</td>
<td>85 - 90%</td>
</tr>
<tr>
<td>Red = Below Expectations</td>
<td>&lt; 85%</td>
</tr>
</tbody>
</table>
3.3.1.2 Supporting Documentation

2. Homer: Chancellor’s Briefing example, Information Technology
Information Technology

SACS Preparation

- Created sacs.troy.edu website
- Edit; review all electronic data with IRPE
- Submitted narratives and information pursuant to sections 3.9.2 of the Principles of Accreditation
- Provide technical support for SACS team
Information Technology

Vision 2010 – Strategic Objectives

- Strategic Objective 5.1 - Prepare and implement a university technology plan
- Strategic Objective 5.19 - Establish an Information Technology Forensics Lab by August 2008
- All 100% Complete

Information Technology

Troy Comprehensive

- Created sacs.troy.edu website
- Troy Computer Forensics Lab and Institute
- Consolidated IT contract renewed
- Cellular contract renewed
- AT&T contracts centralized
- Network Authenticated Login
- Datatel Release 18 Upgrade
- Alumni Email system
- New Online Training system for technology
Information Technology

Alabama Campus Specific

- Internet Bandwidth Increase at all locations
- College of Education technology install
- New Athletics online ticket server
- Emergency Call boxes – PC and Troy
- Libraries upgraded to wireless internet
- Library software upgrade
- Digital Measures install – SCOB
- Cyberkids training program – over 7,000 attendees
- Document Imaging enhancements

Information Technology

Global Campus Specific

- Bandwidth increase at Columbus
- Fayetteville Telephone/IVC setup
- Panama City site addition
- SPSS roll-out (with AL campuses)
- VTC classroom upgrade in SER
- Web presence consolidation
- Florida region integration with SER
- CTAM Phase II testing
Information Technology

Major Efforts in 2009

- SACS Support
- New IT facility move
- Additional server consolidation
- Completion of TrojanNet
- New TROY website
- Additional paperless workflow efforts
- Test thin-client desktop technology
- Review of Academic technology Support - Blackboard
- April 2009 – Best IT security Team in nation!
3.3.1.2 Supporting Documentation

3. Homer: Chancellor’s Briefing example, *Enrollment Management*
Enrollment Management

SACS Preparation

• Submitted narratives and information pursuant to sections 2.10 and 3.9 of the *Principles of Accreditation*

• Participation on the QEP Implementation Team (Marketing Sub-Committee)

• Provided documentation detailing undergraduate admission requirement increase to Associate Provost

• Creating consistency in message, process, and practice
Enrollment Management

Vision 2010 – Strategic Objective 1.3
Provide a quality, student-centered education to more than 40,000 students worldwide by Fall 2010
Enrollment Management

2008 Accomplishments

- Total enrollment growth of 9% since Fall 2005
  – 27,104 to 29,495
  – Applications increased 10% (14,480 to 15,719)
- Successfully implemented new undergraduate admission requirement – Fall 2008 (Troy Campus)
  – Growth in new undergraduate enrollments for Fall 08
- Hiring of Admissions Counselor for Montgomery Campus
- Created partnerships with local industry representatives – Dothan Campus
- Jointly published Tasks and Standards Manual with registrars to better train enrollment and records personnel worldwide

Enrollment Management

Major Efforts 2009

- Full implementation of “Active Admissions”
  – August 2009
  – Create greater levels of efficiency and responsiveness
  – Increased enrollment
- eConnections 3-4
  – 11 two-year institutions with signed agreements
  – Incorporating business and industry
  – Benefiting all campuses and sites
- Transforming the “Trojan Nation” into salespeople
  – “High Touch” will pay off in down economy
  – Sell academic programs
3.3.1.2 Supporting Documentation

4. Homer: Chancellor’s Briefing example, Auxiliary Services
MISSION STATEMENT

The Office Of Business Services and its units provide an integral part of the University’s educational service environment. These operations provide benefits in educational, service and recreational needs. The programs, services and facilities offered by these operations help enhance the quality of university life, sustain enrollment and assist students with seamless movement through the administrative process and throughout TROY University and across the campuses in Alabama.
BUSINESS SERVICES
HOW DO WE SERVE TROY?

Bookstore Contract Management & Operations
  Troy, Montgomery, Dothan, Phenix City, University College
Dining Services Contract Management & Operations
  Troy, Montgomery
Purchasing
ID & Box Office
  Blackboard Transaction Card and Identification Card
  Parking Ticket Collections – Troy
University Post Office
Creative Services, Printing & Fleet Copier Management
Travel Contract Management
BUSINESS SERVICES
HOW DO WE SERVE TROY?

Golf Course Operations
University Marks Licensing Program
Coca-Cola Contract Administration
Troy Snax Contract Administration
Auxiliary Services Office – Montgomery
  Front Desk Management
  Identification Card Program
  Bookstore Liaison
  Coordinate and handle “FLOATER” positions
Mail Room & Copiers
Assist with parking decals sales
Property Acquisition & Management

A year ago, we ended our presentation with …

MAJOR PROJECTS THAT WILL BE UNDERTAKEN

Smooth Transition from Student Services Division to Financial Affairs Division
DOthan Bookstore Upgrade & Convenience Food
Trojan Mail & Graphic Services Merger and Bestsourcing
Travel Management Initiatives
Meet Expectations!!!

What have we achieved …
TRANSITION COMPLETE

OR TRANSFORMATION ONGOING ...

TROJAN MAIL & GRAPHICS

Outsourced Printing & Mail Operations to IKON
  RFP evaluation
  Site Visits

Administration moved to Finance & Business Affairs

Predictability of costs of operations & cost recovery and profit potential

New Facility at the Trojan Center allowing:
  superior customer service
  enhanced capabilities with digital technology
  consistency of equipment throughout TROY
  Troy & Montgomery fleet transitioned
  Best practices and evaluation of needs being conducted

Employee Transition: three Troy payroll, seven with IKON

Fleet Copiers and Office Copiers are now going through this operation

Future Cost Savings
Entered into partnership with All Seasons Travel (through RFP issue and selection process) to require all air travel to be booked through this channel after approval from Chancellors Cabinet.

The ePolicy manual was updated to reflect this requirement.

**Benefits**
- Reporting – access to air travel periodic reports
- Access to one-stop shop for travel
- Agency assistance in times of emergency
- Updated information about the travel marketplace through monthly newsletters and relevant updates
- Access to after hours travel assistance services
- Access to consolidator fares for international travel
- Enrollment in SkyBonus program through Delta
- Enrollment in SWABIZ through Southwest Airlines
TRAVEL INITIATIVE

Summary for TROY UNIVERSITY – 01/01/08 through 12/31/08
(started booking in June 2008)

➢ 160 Traveler Profiles on file at AST & Cliqbook
➢ 508 ticket transactions
➢ 475 service fee tickets issued for $10,375 (avg. $21.84)
➢ Total negotiated savings over lowest available fares of $18,956.50
➢ Total Savings Including Exceptions was $18,227.12
➢ Delta SkyBonus Miles Earned = 1430

ONGOING OPERATIONS REVIEW
UNIVERSITY BOOKSTORE

B&N paid Troy University

$1,423,399.99 in commission for the 2007-2008 period $292,153.54 or 25.83% over the $1,131,246.46 for the 2006-2007 period

$1,131,246.45 in commission for the 2006-2007 period $202,349.54 or 21.78% over the $928,896.91 for the 2005-2006 period

UNIVERSITY BOOKSTORE

Annual Sales Comparisons – (August 1 to July 31)

<table>
<thead>
<tr>
<th>Location</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>$1,034,010.64</td>
<td>$856,020.61</td>
<td>-$177,990.03</td>
<td>-17.21%</td>
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<tr>
<td>Montgomery</td>
<td>$1,875,605.64</td>
<td>$1,443,427.15</td>
<td>-$432,178.49</td>
<td>-23.04%</td>
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<tr>
<td>Phenix City</td>
<td>$1,154,417.90</td>
<td>$1,080,966.81</td>
<td>-$73,451.09</td>
<td>-6.36%</td>
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<tr>
<td>Troy</td>
<td>$3,129,988.74</td>
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<td>$805,967.13</td>
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<td>MBS Direct</td>
<td>$2,623,257.91</td>
<td>$4,472,963.03</td>
<td>$1,849,705.12</td>
<td>70.51%</td>
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<tr>
<td>Overall</td>
<td>$9,817,280.56</td>
<td>$11,789,333.27</td>
<td>$1,972,052.64</td>
<td>20.09%</td>
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</table>

Troy Merchandise Sales (Branded Merchandise)

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>Dothan</td>
<td>$16,902</td>
<td>$21,577</td>
<td>$23,725</td>
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<tr>
<td>Montgomery</td>
<td>$22,007</td>
<td>$35,949</td>
<td>$35,642</td>
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<tr>
<td>Phenix City</td>
<td>$9,556</td>
<td>$13,738</td>
<td>$18,620</td>
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<tr>
<td>Troy</td>
<td>$284,107</td>
<td>$497,198</td>
<td>$655,037</td>
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<tr>
<td></td>
<td>$332,196</td>
<td>$568,463</td>
<td>$733,028</td>
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</table>

Response Report, Troy University 2009 • 229
UNIVERSITY BOOKSTORE

Annual Sales Comparisons – (August 1 to July 31)

Annual Sales Comparisons

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td></td>
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</tr>
<tr>
<td>Montgomery</td>
<td></td>
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<td></td>
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<tr>
<td>Phenix City</td>
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<td></td>
</tr>
<tr>
<td>Troy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBS</td>
<td></td>
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</tbody>
</table>

BOX OFFICE, BLACKBOARD & ID CARD SYSTEM

Added a new ID card machine to speed up traffic during IMPACT and registration and to provide redundancy.

Parking Ticket Collections

Box Office Operations

Blackboard System
- Laundry facilities throughout campus accept both cash and Trojan Card as form of payment
- System operational
- Credit card use increasing steadily
- Since introduction on August 22, 2006:
  - $426,263.52 in credit card sales
  - 8.46% of all sales are credit card sales
  - 9.01% of all transactions are credit card transactions
- Fall Semester 2007 v/s Fall Semester 2008
  - Credit Card Sales - 7.06% (2007) increased to 9.45% (2008)
  - Credit Card Transactions – 8.01% (2007) increased to 10.02% (2008)
STRATEGIC MARKETING AFFILIATES
LICENSING ACTIVITIES

Revenues from Licensing

<table>
<thead>
<tr>
<th>Year</th>
<th>Royalties</th>
<th>$0.00</th>
<th>$20,000.00</th>
<th>$40,000.00</th>
<th>$60,000.00</th>
<th>$80,000.00</th>
<th>$100,000.00</th>
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<tbody>
<tr>
<td>Jun 2000</td>
<td>112,412</td>
<td>0.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
<td>80,000.00</td>
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<tr>
<td>Sep 2000</td>
<td>111,775</td>
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<td>60,000.00</td>
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<td>Sep 2001</td>
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<td>60,000.00</td>
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<td>Sep 2002</td>
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<tr>
<td>Sep 2003</td>
<td>117,545</td>
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<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
<td>80,000.00</td>
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<tr>
<td>Sep 2004</td>
<td>451,158</td>
<td>0.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
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<tr>
<td>Jun 2005</td>
<td>287,254</td>
<td>0.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
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<td>Jun 2006</td>
<td>272,055</td>
<td>0.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
<td>80,000.00</td>
<td>100,000.00</td>
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<tr>
<td>Jun 2007</td>
<td>276,411</td>
<td>0.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
<td>80,000.00</td>
<td>100,000.00</td>
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<td>Jun 2008</td>
<td>275,570</td>
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<td>20,000.00</td>
<td>40,000.00</td>
<td>60,000.00</td>
<td>80,000.00</td>
<td>100,000.00</td>
</tr>
</tbody>
</table>

June 2009 – only covers first quarter of the year

The contract with SMA is valid through June 30, 2010. We receive 75% of all royalties up to $100,000 and 80% % above $100,000.

The SMA contract was signed in June 2004

Troy charges 8% royalty for use of logo. In order to determine approximate sales, we assume items resell for 50% mark-up on selling price, therefore our commission is based on half the retail sales. In order to determine the approximate retail value of sale, multiply the licensing revenue by a factor of 25. (year ended June 2008 – sales = $1.9 million)

DINING SERVICES

Transition from Student Services to Finance & Business Affairs
Sodexo Dining Services
Billing Issues Clean-Up
Convenience Store Opened
Montgomery
Troy
New General Manager
New Regional Manager
New Facility

Dothan Food Services
Red Owl Plantation Contract
through RFP issue and evaluation
better service and pricing for students
return to University (none currently)
A New Dining Facility
For Troy University

Goals
- Form a landmark in the campus plan
- Create pathways and connections to existing and future campus locations
- Take advantage of opportunities for social spaces
- Utilize and expand upon existing green spaces
- Capture Natural Light

Site Analysis
Seay, Seay & Litchfield

Hawkins Hall Site
Seay, Seay & Litchfield
Hawkins Hall Site

SITE DRIVE BY
Seay, Seay & Litchfield

PROPERTY ACQUISITION & MANAGEMENT

Wachovia Building
Hwy 231

Park Lane Video
PROPERTY ACQUISITION
parking lot
Collegedale Street

PROPERTY
potential purchases
North Franklin Drive  413 Collegedale
709 Elm Street & 711 Elm Street
COST SAVINGS & SERVICE / REVENUE ENHANCEMENT

Barnes & Noble:
8 Full Time & 5 part time positions off Troy’s payroll
Additional Revenue = $2,163,577.25 (above annual $440K - internal)
(last three years)

IKON:
Outsourcing has allowed greater efficiencies and superior service
Financial Impact will be measurable next year (current cost ± $620K)
7 Full Time & 2 part time positions off Troy’s payroll

Strategic Marketing Affiliates (licensing):
Pre SMA = $17,000 average a year for 5 years
Post SMA = $64,222 average for 4 years (SMA cost = 25% of royalties)
Net Four Year Effect = increase of $125,000

Blackboard Transaction Card System & Dining:
Allowed us to enhance meal plan options and accept credit cards
Since Aug 22, 2006 – more than $450,000 in credit card sales

LIMITATIONS

HIGHER EDUCATION OPPORTUNITY ACT
Textbook disclosure requirements – B&N is working with Dr. Fulmer to insure compliance

STAFFING
Having to do more with fewer staff & resources

ECONOMY
Vendors are being forced to charge more and are not willing to give us the “big” buck

UNCERTAINTY
Difficult to put together projections in conditions of uncertainty
THE FUTURE

- Resident Dining Building Facility
- Enhance Purchasing Processes
- Enhance Mail & Graphic Services
- Find & Implement New Cost Savings Initiatives
- Meet Expectations!!!

QUESTIONS …

THE END
COMPREHENSIVE STANDARD 3.3.1.3

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 each of the following areas:

3.3.1.3 educational support services (Institutional Effectiveness)

Recommendation 8: The Committee recommends that the institution provide sufficient evidence that it identifies for each of its on-campus and off-campus locations worldwide, including its eCampus, a) its expected outcomes for educational support services; b) its assessments of the extent to which those expected outcomes are achieved at each location; and c) evidence of improvements made in those educational support services at those individual locations based upon analysis of the results.

Summary of On-Site Review Committee Comments

The institution’s Dashboard system was not able to provide evidence of the assessment of educational support programs at all Troy University teaching locations. Expected outcomes for educational support services in off-shore locations were not identified, only minimal evidence of their assessment was available, and no evidence of the use of results was provided in response to the Committee's request for supplemental information or in interviews with administrators at all four off-shore sites visited by the committee.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Developing a new Web-based system for reporting on institutional effectiveness for educational support services.
2. Adding a full-time professional institutional research staff member to provide additional analysis in this area.
3. Adopting a new summary matrix that provides clean information on key educational support services for every location worldwide and that shows the extent to which outcomes are currently being met.
4. Including Recent Improvements as well as Plans For Further Improvement in the assessment of major educational support activities.

While Troy University’s process for collecting assessment information related to educational support programs was found adequate by the Off-Site Review Committee, the On-Site Review Committee identified opportunities for improvement that will bring the University’s processes into full compliance.

Following the advice of the On-Site Review Committee, Troy University has retired its Dashboard system for assessing and reporting educational support programs. Institutional effectiveness of educational support programs is now reported through a newly developed online reporting system for telling the Troy University story, Homer (http://)
homer.troy.edu). The University has also added a full-time professional staff member to manage the assessment of its administrative and educational support activities.

Visitors to Homer can click on “Educational Support Programs” on the main page and access a list of programs that includes advising, computer labs, library resources, tutorial services, and educational support technology. A summary overview matrix, demonstrated in Supporting Documentation 1, provides an overall assessment for all locations worldwide of the extent to which expected outcomes are being achieved based on key stakeholder feedback. In the matrix, red designates outcomes expectations have not been met, yellow indicates outcomes are being met, and green indicates outcomes are exceeding expectations.

In addition, visitors are now able to access the Chancellor’s Briefings for the previous three years for divisions that provide these support activities. These briefings provides information on the planning and performance in each area as presented to the Chancellor in the formal assessment briefings that take place each January. Sample Chancellor’s Briefings, as they appear in Homer, are provided in Supporting Documentation 2 and 3.

Over and above the overview summary matrix and the Chancellor’s briefings, Homer will provide detailed information for each educational support activity that a) defines expected outcomes for educational support services; b) summarizes the assessment of these outcomes and the extent to which expected outcomes have been met; and c) provides evidence of improvement and Plans For Further Improvement. Improvements that have been made in each educational support program during the preceding three years are also summarized. Administrators for each educational support program have been able to utilize some information from the former Dashboard system to contribute to the statement of expected outcomes and evidence of the extent to which expectations are being met. Every educational support program area in Homer will also include Plans For Further Improvement that drive planning and assessment for the future.

This institutional effectiveness data flows up through the Executive Vice Chancellor/Provost to the Chancellor through the annual Chancellor’s Briefings in January of each year and enables actions to be entered into the budget process.

Conclusion

Troy University has made significant progress in responding to the On-Site Review Committee’s observations. The University has several years of assessment data that is being reconfigured through enhanced information technology and additional institutional resources in order to comply with this requirement.
Supporting Documentation

1. Assessment Matrix: Educational support programs
2. Homer: Chancellor's Briefing example, Libraries
3. Homer: Chancellor's Briefing example, Montgomery Campus
3.3.1.3 Supporting Documentation

1. Assessment Matrix: Educational support programs
### Assessment of Educational Support Programs  
#### 2008 Senior Survey  
#### % of Students Satisfied Where Expectation is 81 - 90% Satisfied

<table>
<thead>
<tr>
<th></th>
<th>Dothan Campus</th>
<th>Montgomery Campus</th>
<th>Phenix City Campus</th>
<th>Troy Campus</th>
<th>eCampus</th>
<th>Global Campus</th>
</tr>
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<tbody>
<tr>
<td>Library Services</td>
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<td>Computer Labs</td>
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<td>Tutorial Services</td>
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<td>Faculty Use of Technology</td>
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<td>Academic Advising</td>
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</tbody>
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**Key**

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfied Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green = Exceeds Expectations</td>
<td>≥ 91%</td>
</tr>
<tr>
<td>Yellow = Meets Expectations</td>
<td>81 - 90%</td>
</tr>
<tr>
<td>Red = Does not meet Expectations</td>
<td>≤ 80%</td>
</tr>
</tbody>
</table>
3.3.1.3 Supporting Documentation

2. Homer: Chancellor’s Briefing example, Libraries
Academic Division Briefings
February 9, 2009

Chancellor’s Briefing
Troy University Libraries
Henry Stewart

- Mission
- SACS preparations
- Resources
- Strategic Objectives
- Accomplishments
- Goals
Troy University Libraries

The mission for the University Libraries is to provide Services, Resources and Assistance for all Troy University Students, Faculty and Staff worldwide.

SACS Preparations

3.8 Library and Other Learning Resources

- 3.8.1 The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.
- 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.
- 3.8.3 The institution provides a sufficient number of qualified staff-with appropriate education or experiences in library and/or other learning/information resources-to accomplish the mission of the institution.

✓ The library staff members believe that these standards are met and exceeded as set forth in The Principles of Accreditation: Foundations for Quality Enhancement.
**Resources**

- **Current Resources**
  - Books: 700,000
  - E-books: 50,707
  - Journals (paper): 2,100
  - Journals (ft online): 15,000+
  - Databases: 143
  - Media: 32,250
  - Wiregrass Archives: Dothan
  - Computers (Public Use)
    - Dothan: 49
    - Montgomery: 36
    - Troy: 36
    - Printers: 12 for public use
    - Printers tied to Trojan card system

- **2010 Resource Goals**
  - Books: 750,000
  - E-books: 68,000
  - Journals (paper): 2,200
  - Databases: 175
  - Media: 41,000
  - University Archive: Troy (Alabama Records Retention Regulations)
  - Computers (Public Use)
    - Dothan: 32
    - Montgomery: 35
    - Troy: 42
    - Printers: All public use printers tied to a card system (prefer Trojan Card)

**Facilities**

- **Current Facilities (TROY)**
  - Two group study rooms
  - Compact Shelving: 4 modules
  - 50,000 useable square feet
  - Shelving space
  - Doctoral Study carrels?
  - Space in Wallace Hall is being reallocated for Library Use

- **2010 Facilities (TROY)**
  - Six group study rooms
  - Compact Shelving: 6 modules
  - 90,000 useable square feet
  - Shelving space
  - Doctoral Study carrels?
Circulation Desk-Troy Campus

Main Reading/Computer Area-Troy Campus
Lounge Furniture

Periodical Area
Study Area (Laptops)

Media Study Area
Dothan Campus Resources

Dothan Campus Proctor Area
Poster Maker

RPL Computer Classroom
Strategic Objectives

- Support Doctoral Program (2.7)
- Support QEP (2.2)
- Support International Students (3.2)
- Support eCampus and Global Campus students and faculty (2.1)
- Support new academic program offerings (2.5)
- Support other strategic objectives of Vision 2010

Other Considerations

- New Degree Programs will require additional resources for the library. These resources may include personnel and materials (books, journals and databases).
- Doctoral Programs will require additional library hours, resources, faculty and staff.
- New or changing Accreditation standards may require additional resources for the library.
- International Students are heavy library users.
Accomplishments

- Renovations to Wallace Hall/RPL (new computer classroom) and new Library furniture (Troy campus)
- Compact Shelving – 2 additional modules completed
- Live Chat! 24/7/34?
- Electronic Reserves (ERes) for Tenure Packets
- Faculty Member is with the Semester at Sea Program
- New Public computers in Troy, RPL, and Dothan
- New Library Web page for Global Campus
- Library received four grants
- Poster Maker in Dothan Campus Library
- Library Tutorials

Library Tutorials
Goals for the Future

- Additional compact shelving ($300,000.00)
- Additional printers tied into the Trojan Card system or another system ($$$$ per campus)
- Additional upgrades/additional tutorials to the Library webpage

Questions?
3.3.1.3 Supporting Documentation

3. Homer: Chancellor’s Briefing example, Montgomery Campus
Montgomery Campus

- Overview of the Montgomery Campus
- Recent Improvements
- Expected Outcomes and Results
- Plans for Further Improvement
Montgomery Campus

Montgomery Campus Overview

– One of four Troy campuses in Alabama, physically located in downtown Montgomery
– Long standing history since its origin at Maxwell Air Force Base in 1965
– Provides quality and convenient education access in 29 evening degree programs to non-residential adult learners, allowing them to advance their careers without interruption
– Flexible scheduling options allow students to balance work, family and other commitments while achieving a college degree
– Serves to enhance the civic opportunities of Alabama’s capital city, particularly through outreach activities involving the Rosa Parks Museum, the Davis Theatre for the Performing Arts and the W.A. Gayle Planetarium

Montgomery Campus

Recent Improvements

– Repaired and repaved parking lot beside the Davis Theatre
– Established an eCampus Proctoring Support Testing Center to provide students who take on-line courses in the Montgomery service area a centralized and convenient test proctoring center
– Successfully relocated the Computer Science Division from Gunter Air Force base to the downtown campus, thus providing more convenient services to students in the Computer Science Programs
– Successfully transitioned all on-line courses to eCampus to a centralized management structure, completing another major step toward in achieving commonality in educational content and delivery method of on-line courses worldwide
Montgomery Campus

Recent Improvements (Contd.)

- Established a Montgomery Campus Advisory Board consisting of senior corporate and community leaders to provide advice, guidance, support and advocacy in advancing the Montgomery Campus
- Installed a Trojan statue in a central campus location, further strengthening the Trojan spirit that unites Troy students and alumni worldwide
- The Montgomery Campus was presented the 2009 Community Achievement Award for making the River Region community a better place to live, work and worship
- Restored the front of Whitley Hall and Annex to its original 1930's appearance
- Improved the campus ground with more colorful landscaping and “green space”

Montgomery Campus

Recent Improvements (Contd.)

- Installed new roof on the School of Nursing Building
- Installed a new energy efficient air handling system in Bartlett Hall
- Upgraded the elevator system in the faculty building
- Upgraded routers and firewall system in the IT Department providing greater security and better functioning of the computer network
- Implemented network access controls by installing an upgraded system called Impulse “Safe Connect”
- Upgraded all labs used by the Sorrell College of Business with “VISTA” software to standardize the Computer Concepts and Applications courses across all campuses
- Completed the project to outsource the campus mail room operation, courier services and copier services to IKON Office Solutions
Montgomery Campus

CAMPUS PLAZA BEFORE

CAMPUS PLAZA AFTER

Montgomery Campus

CAMPUS PLAZA BEFORE

CAMPUS PLAZA AFTER
Program Expected Outcomes and Results

- E.O. #1  Increase enrollment by 2.5% from 3,100 in Fall 2008 to 3,177 in Fall of 2009
  - Result – Fall 2009 enrollment was 3,312, a 6.8% increase
  - Exceeded Expectations

- E.O. #2  81 to 90% of students in Senior Survey will report satisfaction with Montgomery Campus Facilities
  - Result – 92.4% of students surveyed reported satisfaction
  - Exceeded Expectations

- E.O. #3  81 to 90% of students in Senior Survey will report satisfaction with safety of Montgomery Campus
  - Result – 91.7% of students surveyed reported satisfaction
  - Exceeded Expectations

- E.O. #4  81 to 90% of students in Senior Survey will express satisfaction with access to library resources
  - Result – 95.4% of students surveyed reported satisfaction
  - Exceeded Expectations
Montgomery Campus

**Program Expected Outcomes and Results (Contd.)**

- E.O. #5 81 to 90% of students in Senior Survey will express satisfaction with computer labs
  - Result – 92.3% of students surveyed reported satisfaction
  - *Exceeded Expectations*

- E.O. #6 81 to 90% of students in Senior Survey will express satisfaction with tutorial services
  - Result – 94.6% of students surveyed reported satisfaction
  - *Exceeded Expectations*

- E.O. #7 81 to 90% of students in Senior Survey will express satisfaction with faculty’s use of technology to enhance teaching
  - Result – 94.2% of students surveyed reported satisfaction
  - *Exceeded Expectations*

- E.O. #8 81 to 90% of students in Senior Survey will express satisfaction with advising at Montgomery Campus
  - Result – 79.6% of students surveyed reported satisfaction
  - *Failed to Meet Expectations*

- E.O. #9 Negotiate a contract between Troy University and the City of Montgomery to establish a public education channel for the City
  - Result – Agreement was signed by the Mayor and the Chancellor for Troy University to establish and operate the educational channel for the City in exchange for Troy University to receive $180,000 annually for up to 10 years
  - Result – A grand opening ceremony was held for the new channel, “Capitol City Connection”
  - Result – Programming completed and channels were activated on Knology and Charter cable television networks
  - *Met Expectations*
Montgomery Campus

• Program Expected Outcomes and Results (Contd.)

– E.O. #10 Obtain approval and begin enrollment of international students on the Montgomery Campus
  • Result – Obtained approval from the Department of Homeland Security
  • Result – Recruited international students for the Montgomery Campus
  • Result – Enrolled first four international students on the Montgomery Campus in fall semester 2009 (1-China; 1-India; 2-Kenya)
  • Result – Hosted several “Faith & Politics” congressional delegation tours
  • Met Expectations

– E.O. #11 Convert two classrooms to two computer labs downtown and convert two computer labs to classrooms at Maxwell/Gunter AFB by fall semester 2009
  • Result – Ordered new computers and printers for Whitley Hall Classroom 636
  • Result – Completed conversion of classrooms 323 and 636 into two new computer labs
  • Result – Completed renovation and conversion of two old computer labs at Gunter to two new classrooms
  • Met Expectations

– E.O. #12 Acquire additional properties for a future construction of a new academic building on campus
  • Result – Negotiated sale of three properties adjacent to the campus
  • Result – Completed the acquisition and transfer of properties to Troy University from the sellers
  • Met Expectations

– E.O. #13 Upgrade the campus to a completely wireless system
  • Result – Completed analysis of areas that still needed to be upgraded to wireless
  • Result – Ordered equipment and supplies and scheduled installation
  • Result – Completed the project to upgrade to completely wireless campus, including the School of Nursing
  • Met Expectations
Montgomery Campus

- Program Expected Outcomes and Results (Contd.)
  - E.O. #14 Upgrade computer lab in the Rosa Parks Library
    - Result – Ordered hardware and software and completed the upgrade of the lab
    - Met Expectations
  - E.O. #15 Upgrade remaining classrooms and labs with computers and projectors to allow faculty and students greater access to technology for a better educational experience
    - Result – Ordered hardware and software and completed upgrade in all classrooms and labs on the downtown campus, as well as Maxwell/Gunter AFB
    - Met Expectations

Montgomery Campus

- Plans For Further Improvements
  - Complete a plan to demolish or renovate the 8-story Executive Building
  - Obtain funding and approval to sandblast and repaint the multi-level parking deck behind Whitley Hall
  - Obtain funding and develop a plan to redevelop the three newly acquired properties near the campus into a new parking area
  - Upgrade floor coverings on the first floor of Bartlett Hall and the 4th thru 6th floors of Whitley Hall
  - Increase the number of international students on the Montgomery Campus by at least 500% within the next three years
  - Design and Construct a new academic building on the Montgomery Campus within the next five years
Montgomery Campus

• Plans For Further Improvements (contd.)
  – Complete the conversion of old restroom and storage area in faculty building into a new computer lab for the College of Arts & Sciences
  – Remodel an existing video conferencing center in the Rosa Parks Library Building and convert it into a new television studio
  – Continue an on-going energy efficiency improvement program and convert old inefficient florescent light fixtures to energy efficient T08 fixtures.
  – Complete the resurfacing of all parking lots on campus within the next three years
  – Construct a new maintenance facility for the Physical Plant Department within the next five years
  – Conduct further analysis of advising data to identify specific areas for improvement in student satisfaction.
COMPREHENSIVE STANDARD 3.3.1.4

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 each of the following areas:

3.3.1.4 research within its educational mission, if appropriate (Institutional Effectiveness)

Recommendation 9: The Committee recommends that the institution affirm and describe its mission-driven interests and activities in research and provide sufficient evidence that it identifies for all instructional sites, including eCampus, a) its expected outcomes for research activities; b) its assessments of the extent to which those expected outcomes are achieved; and c) evidence of improvements made in its research activities based upon analysis of the results.

Summary of On-Site Review Committee Comments

Although Troy University engages in the annual assessment of faculty research accomplishments and student learning objectives by program, the On-Site Review Committee recommended that Troy University define and assess research objectives for its research mission at the institutional level and assess research at the instructional site level as well. Faculty research accomplishments should be summarized and utilized to assess the degree to which the University’s mission and strategic goals for research are being achieved or improving over time. Applied research centers and institutes managed by the institution should become actively involved in the assessment system. The institution should provide evidence that it identifies for all instructional sites a) its expected outcomes for research activities; b) its assessment of the extent to which those expected outcomes are achieved; and c) evidence of improvements made in its research activities based upon analysis of the results.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Defining research for the University.
2. Identifying research objectives for the University.
3. Initiating a systematic and ongoing assessment process to evaluate research expectations, assess achievement, and improve research at the institutional and campus levels for faculty, students and applied research centers and institutes.
4. Developing a new Web-based system for reporting faculty development.

Defining the Research Mission and Research Objectives of the University

The University affirms that it has a mission-driven interest in research across the institution and defines research as intellectual inquiry that promotes the discovery, exploration and dissemination of knowledge in support of the University mission. The University also affirms its continued promotion and assessment of faculty and student research across the University as it relates to its mission. To accomplish these research interests
and activities, two primary research objectives are identified: (1) the University will elevate faculty research expectations and outcomes as appropriate to its mission, and (2) ensure intellectual inquiry opportunities for student research across the curriculum.

Troy University considers research a tool by which faculty and students “promote discovery and exploration of knowledge and its application to lifelong success.” (University Mission Statement) This mission-driven interest in research is expressed through the recognition of the synergistic role between research, creative work and scholarly inquiry to effective teaching and enhanced learning. Consistent with its origins as a Normal School, Troy University has always valued research as a requisite of the overall educational experience, and this is demonstrated in the institution’s mission statement. Additionally, the Troy University Faculty Handbook Section 3.4.5 states that “a requisite for effective teaching is the active involvement in the intellectual and scholarly developments of an individual’s [faculty member's] field.” Consistent with the Faculty Handbook, each college has developed promotion and tenure criteria that clearly establish expectations for research, scholarship and creative work.

Troy University clearly makes it incumbent on each faculty member to maintain his or her competence by keeping abreast of developments in his or her own field. Troy University expects each faculty member to devote a reasonable amount of time to research and scholarly/creative activities, and the University recognizes that in higher education both teaching and research/scholarship/creative work are essential to a vigorous institution and a sound curriculum. With the growth in student enrollments and graduate offerings at the doctoral level, the role of research at the University will expand to include greater emphasis on research, which includes applied research, discovery research, scholarship, and creative work.

Initiating a Process to Evaluate Research Expectations, Assess Achievement, and Improve Research Across the University

Troy University quickly responded to the On-site Review Committee’s recommendation by developing a process for assessing research outcomes. This process is integrated into the University’s ongoing institutional effectiveness/assessment process and ensures that research objectives are assessed at the institutional level and at the instructional site level.

The newly developed Process for Assessing Research Outcomes Across the University document (Supporting Document 1) requires compiled findings on research activities to be reported annually to the Chancellor, the Chancellor’s Cabinet and the Academic Steering Committee to determine if progress is being made. To establish a baseline of
data regarding research, scholarship, and creative activities, several years of trend data on productivity for each college and campus have been compiled (Supporting Documents 2-4). These baseline data allow the University to identify the appropriate expected outcomes for the two primary research objectives for each program or major within the college and at instructional sites (campuses). Assessment of the extent to which the faculty and students achieve these outcomes will lead to the development of Plans For Further Improvement. The assessment of research is now an integrated part of the annual program analysis, as well as an already well-established component of faculty evaluations and the tenure and promotion review process. Over time, the development of plans for improvement and the implementation of these plans will allow the University to make improvements in and grow its research interests. This ongoing assessment of research across the University will provide the evidence necessary to ensure the accomplishment of its mission and to ensure future compliance with this Comprehensive Standard.

**Faculty Research**

The University has enhanced the assessment of faculty research outcomes activities currently in place by combining and summarizing all facets of faculty research activities across the institution. Faculty research accomplishments within colleges and at each campus have been summarized for the 2008-2009 academic year (Supporting Document 3, 4). The summary results of faculty research accomplishments for 2008-2009 were attained through an institutionally distributed online survey by which faculty members self-reported research accomplishments provided in their “Year End Self Assessment” for this evaluation period (Supporting Document 5).

**Developing a New Web-based System for Reporting Faculty Development**

A common system for reporting and summarizing faculty research accomplishments is in the pilot phase, and if adopted, will support the appropriate setting of research goals and measurement of research activities. Currently the Sorrell College of Business is piloting an online data system (Digital Measures) that is being considered for adoption. The adoption of Digital Measures across the institution will enable faculty research data to be assessed, reported and analyzed consistently.

The process for assessing research outcomes includes extramural and internal research grants awards (Supporting Documentation 1). Baseline data collected from the Office of Sponsored Programs (extramurally funded research grants) and the Faculty Development Committee (internally funded summer research and research grants) are provided in Supporting Documents 2-4. By identifying the level of research funding by college and by
campus, realistic goals for achieving identified outcomes in funded research may be achieved.

**Research in Centers and Institutes**

Many of the University’s centers and institutes were established as a community service function. However, several centers offer applied research opportunities for faculty and students. While limited in number, several centers do contribute to the institution’s research mission. The appropriate academic college dean provides supervision and works with each center’s director to set appropriate research goals and expectations. Centers identified as applied research centers will develop research objectives, assess outcomes in a systematic and ongoing method, and will participate in the ongoing institutional assessment system.

**Student Research**

Troy University has evaluated its undergraduate and graduate academic programs to determine the current opportunities available for student inquiry and discovery of knowledge within the academic programs and majors. In support of the University’s mission, research courses, thesis courses, and integrated research elements within courses have been identified throughout the curriculum (Supporting Document 6). Deans and discipline/curriculum coordinators have initially assessed the level of research requirements within individual programs. Curriculum discussions of noted areas of improvement will follow during the fall semester. Additional research and inquiry elements will be considered for inclusion into the curriculum where necessary, and expected outcomes related to research will be developed.

Troy University students are actively engaged in research activities to include: attending professional scholarly conferences in which the most current research findings are presented, working as research assistants under faculty mentors, and applying for and receiving extramural funding for research. Data to support the involvement of students in research and intellectual inquiry are presented in Supporting Documents 2-4. These data will systemically be collected, analyzed and reported annually in the future. In this way, areas needing improvement may be identified, and improvements in student research opportunities will be realized.

**Conclusion**

Troy University has responded expeditiously to affirm, define and describe the mission-driven interests and activities in research. The University has enhanced the research assessment activities currently in place through further identification and assessment of
faculty research outcomes and student intellectual inquiry opportunities. A systematic and ongoing assessment process (Supporting Documentation 1) has been initiated to identify faculty and student research/scholarship/creative work expectations, assess achievement, and improve research and effectiveness through the analysis of annual assessment results and the development of Plans For Further Improvement.

The University has defined research for the institution, identified its research objectives, designed and initiated a research assessment process, and provided baseline data for measuring progress. These actions are implemented to ensure future compliance with this Comprehensive Standard.

**Supporting Documentation**

1. Process for assessing research outcomes across the University
2. Summary Research Activity Report
3. College Research Report
4. Campus Research Report
5. Faculty Research Survey Results
6. Integrated Research Activity by College
3.3.1.4 Supporting Documentation

1. Process for assessing research outcomes across the University
All reports related to University Research Objectives will be sorted, reported and analyzed by college / division/ and campus location as appropriate and presented as the Troy University Research Outcomes Report. Compiled findings will be presented to the Chancellor, the Chancellor’s Cabinet, and the Academic Steering Committee. Information contained in the Troy University Research Outcomes Report will be used by units of the university to make improvements in stated research outcomes. The annual Troy University Research Outcomes Report will be submitted and filed in the Office of Institutional Research, Planning, and Institutional in January.

### Objective 1. Elevate Faculty Research

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Measures</th>
<th>Data Collection</th>
<th>Responsible Person(s)</th>
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<tbody>
<tr>
<td>A. The University will increase the number and dollars awarded by external funding sources for faculty research.</td>
<td>Office of Sponsored Programs Report on Externally-funded Competitive Research Grants</td>
<td>Report will include: a. Name of primary investigator b. Home campus c. Division / college d. Funding agency e. Dollar amount awarded for Competitive Research Grants (Sept. 1 – Aug. 31)</td>
<td>Director of Sponsored Programs (J. Fulmer)</td>
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<tr>
<td>B. The University will support and ensure the quality of internally funded research initiatives.</td>
<td>1. Faculty Development Committee Report. Report will be filed by Faculty Development Committee Chair to Associate Provost Office each September.</td>
<td>Faculty Development Committee will report: a. Name of Recipient b. Home campus c. College/Division d. Type of Research grant awarded e. Dollar amount f. Project title</td>
<td>Chair of Faculty Development Committee (H. Fulmer)</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Assessment Measures</td>
<td>Data Collection</td>
<td>Responsible Person(s)</td>
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<td>2. Dean’s Reports on Internally Hosted Conferences</td>
<td>Each Dean’s Report will include: a. Name of conference(s) /symposium(s) b. Number of attendees at each c. Number of Troy faculty presenting at each d. After-action report of each conference or symposium</td>
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<td>College Deans</td>
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<td>Submitted by College Deans to the Associate Provost office each September</td>
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<td></td>
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</tr>
<tr>
<td>3. Dean's Reports on journals / publications published with University funds.</td>
<td>Each Dean’s Report will include: a. Name of publication b. Type of publication c. Number of Troy faculty publishing in journals / publications in this academic year</td>
<td></td>
<td>College Deans / Digital Measures</td>
</tr>
<tr>
<td>Submitted by College Deans to the Associate Provost office each September for filing in University Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Effectiveness Reports of university managed centers and institutes with applied research functions.</td>
<td>Each Center and Institute an applied research function will: a. state specific research goals and objectives of the center / institute. b. state assessment measures related to each stated goal/ objective. c. report annual assessment outcomes. d. analyze assessment outcome data for ways to improve outcomes. e. implement approved plans for improvement.</td>
<td></td>
<td>Center Directors/ College Deans</td>
</tr>
<tr>
<td>Collected and synthesized by College Deans and submitted to Associate Provost Office in September.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective 1. Elevate Faculty Research

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Measures</th>
<th>Data Collection</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. The University will facilitate Faculty Development and Scholarly Enhancement</td>
<td>1. OSP Report on sponsored workshops and development activities. Submitted to the Associate Provost Office each October.</td>
<td>Report will include: a. The name of each training workshop facilitated by Sponsored Programs office, and the number of faculty attending. b. The award amounts for Faculty Training Grants and the number of individual awards reported by college. c. The number of faculty grant writers funded in each college by the Sponsored Program Creativity Committee.</td>
<td>Director of Sponsored Programs (J. Fulmer)</td>
</tr>
<tr>
<td></td>
<td>2. Annual Faculty Research / Scholarly Achievement Reports Submitted by college deans annually in September.</td>
<td>Colleges may use the three categories of research listed on the Graduate Faculty Checklist as a reference in reporting the faculty research activities across the college. Additional categories may be added by the college to most appropriately represent the research and scholarly work activities of the faculty.</td>
<td></td>
</tr>
</tbody>
</table>

**Category I: Published-Refereed**

For Example:
1. Periodical/journal article
2. Book or monograph (including dissertation) authored or edited by faculty member
3. Chapter case, case study, or instructional materials in book
4. Arrangement or composition (music score or original works in the arts)
5. Extramurally funded research grants and contracts
6. Patented invention or process
7. Other
<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Measures</th>
<th>Data Collection</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1. Elevate Faculty Research</strong></td>
<td>Category II: Refereed</td>
<td></td>
<td>College Deans/ Digital Measures</td>
</tr>
<tr>
<td></td>
<td>These activities must be supported with evidence of a referee process that can reject the submission and include for example: 1. Paper published in proceedings of state, regional, national, or international professional conference 2. Paper presentation at state, regional, national, or international professional conference 3. Book review (published in refereed periodical) 4. Teaching material (e.g. published instructor’s manual) 5. Reviewed artist works/performance 6. Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category III: Peer-Reviewed</td>
<td>These activities must be supported by written documentation of peer review and include for example: 1. Abstract published in proceedings of state, regional, national, or international professional conference 2. The development of new electronically delivered and approved eCampus course 3. Consulting work product (e.g. report, surveys, tests, audit, selection procedures) 4. Book or chapter review for textbook publisher 5. Adjudication of state, regional, and/or national juried event 6. Moderator/discussant at state, regional, national, or international professional conference/meeting 7. Receipt of awards, fellowships, internal grants, etc. for scholarly or creative projects 8. Poster presentations before learned societies 9. Other Note: There will be no distinction between single and multiple authored publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Assessment Measures</td>
<td>Data Collection</td>
<td>Responsible Person(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>A. The University will increase the number of sections and enrollments in research related courses.</td>
<td>1. Query on number of sections and headcounts in research methods, quantitative and qualitative research courses offered by the University. Query report will be requested by Associate Provost through IT each September.</td>
<td>Research Courses Query Report will include a. the number of sections sorted and reported by college / program / location. B. the headcount enrollments sorted and reported by college / program / location.</td>
<td>Associate Provost (D. Barron)</td>
</tr>
<tr>
<td></td>
<td>2. Query on number of sections of thesis courses and number of completed theses. Query report will be requested by Associate Provost through IT (sections) and the Library (number of completed theses) each September.</td>
<td>Thesis Query Report will include a. The number of thesis sections offered in each program / college / location. b. The number of theses completed in one academic year will be reported annually by college / program / location.</td>
<td>Associate Provost / IT / Library</td>
</tr>
<tr>
<td>B. The University will ensure that research elements are included across programs or majors.</td>
<td>Dean’s Reports on Embedded Research Associate Provost solicits report in June. Reports are submitted by College Deans to the Associate Provost each September.</td>
<td>Deans complete a spreadsheet by listing all graduate and undergraduate courses using each identified types of embedded research elements.</td>
<td>Program Chairs / College Deans / Associate Provost</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Assessment Measures</td>
<td>Data Collection</td>
<td>Responsible Person(s)</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>C. The University will achieve 80% of stated research-related student learning outcomes.</td>
<td>Dean’s Achievement Report on Research related SLOs. Report filed in Associate Provost Office each September.</td>
<td>Dean’s report will a. State research related SLO for each college program b. Report extent to which SLO was achieved. c. Provide plan for further improvement</td>
<td>Program Chairs / College Deans / Associate Provost</td>
</tr>
<tr>
<td>D. The University will increase externally funded student research activities.</td>
<td>Office of Sponsored Programs Report Reported submitted to Associate Provost in October.</td>
<td>Report will include a. Number of funded competitive research grants awarded to students in each college / at each location b. Number of both graduate and undergraduate research assistantships funded through competitive research grants</td>
<td>Director of Sponsored Programs (J. Fulmer)</td>
</tr>
</tbody>
</table>
3.3.1.4 Supporting Documentation

2. Summary Research Activity Report
Summary Research Activity Report

2005-2006
2006-2007
2007-2008
2008-2009

Faculty Research

Part I
Extramural Funding University Divisions
2008-2009  (As of July 17, 2009)

Funded
- $15,829,925.34
- 89% 96%
- Adm & Finance
- Advancement
- Student Services
- Academics

Applied For
- $29,906,073.95

Pending
- $12,455,182.07

Funded Competitive Research Grants
Faculty Initiated (As of July 17, 2009)

- 2005-06: $228,677.20
- 2006-07: $163,166.35
- 2007-08: $141,187.00
Student Research Assistants
Funded through Extramural Sponsors (As of July 17, 2009)

Undergraduate
Graduate

Number of Research Assistants Funded

2005-06 2006-07 2007-08 2008-09

Funded Internal Research Awards
By College

$79,413

$43,500

$68,403

$0

$10,000

$20,000

$30,000

$40,000

$50,000

$60,000

$70,000

$80,000

2006-07 2007-08 2008-09

SCOB
CHHS
CCFA
COE
A&S
Funded Internal Research Awards
By Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Campus</td>
<td>$43,400</td>
<td>$68,303</td>
<td>$79,413</td>
</tr>
<tr>
<td>Phenix City</td>
<td></td>
<td>$80,000</td>
<td></td>
</tr>
<tr>
<td>Montgomery City</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dothan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Involvement in Research (2008-2009)
By College – Absolute Comparison

- A&S: 19.8% (N=64)
- CCFA: 9.7% (N=31)
- COE: 20.7% (N=70)
- CHHS: 20.7% (N=42)
- SCOB: 28.6% (N=122)
Faculty Involvement in Research (2008-2009)
By College – Relative* Comparison

*Faculty to Research Ratio

Faculty Involvement in Research
Between College – Category Comparison (2008-2009 AY)

Category I

Category II

Category III
Faculty Involvement in Research
By Campus –Absolute Comparison (2008-2009 AY)

- **Dothan**: 170 (7.4%)
- **Montgomery**: 295 (12.9%)
- **Phenix City**: 161 (7.0%)
- **Troy**: 1216 (53.2%)
- **Global Campus**: 443 (19.4%)

Faculty Involvement in Research
By Campus –Relative* Comparison (2008-2009 AY)

*Faculty to Research Ratio
Faculty Involvement in Research
Between Campus –Category Comparison (2008-2009 AY)

Category I
- Dothan
- Montgomery
- Phenix City
- Troy
- Global Campus

Category II

Category III

Student Research
Part II
Funded Competitive Research Grants
Student Initiated (As of July 17, 2009)

$1,200
$1,000
$800
$600
$400
$200
$0

2006-07 2007-08 2008-09

Sections of Research Methods Courses
By College

Number of Sections

SCOB COE CHHS CAS CCFA

TROY UNIVERSITY
A center of opportunity.

294 • Response Report, Troy University 2009
Sections of Research Methods Courses
By Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>10</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Montgomery</td>
<td>20</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Troy</td>
<td>15</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>PC</td>
<td>30</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>GC</td>
<td>50</td>
<td>100</td>
<td>180</td>
</tr>
</tbody>
</table>

Theses Sections Offered
By College

<table>
<thead>
<tr>
<th>College</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCOB</td>
<td>5</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>COE</td>
<td>50</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>CHHS</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>CAS</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>CCFA</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
Theses Sections Offered
By Location

<table>
<thead>
<tr>
<th>Location</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>30</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Montgomery</td>
<td>5</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Troy</td>
<td>20</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>PC</td>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>GC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Theses Completed (Fall 2005 – Summer 2009)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Theses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>50</td>
</tr>
<tr>
<td>2006-07</td>
<td>49</td>
</tr>
<tr>
<td>2007-08</td>
<td>115</td>
</tr>
<tr>
<td>2008-09</td>
<td>264</td>
</tr>
</tbody>
</table>
3.3.1.4 Supporting Documentation

3. College Research Report
College Research Report

2005-2006
2006-2007
2007-2008
2008-2009

Faculty Research

Part I
Funded Competitive Research Grants
Faculty Initiated

Funded External Awards 2008-09
By College (As of July 17, 2009)

- College of Arts & Sciences: $217,878.00
- Sorrell College of Business: $192,536.00
- College of Communication & Fine Arts: $2,300.00
- College of Education: $4,799,301.25
- College of Health & Human Services: $5,571,400.29
Funded External Awards 2008-2009
College of Arts & Sciences (As of July 17, 2009)

<table>
<thead>
<tr>
<th>Archeology</th>
<th>Biology</th>
<th>Criminal Justice</th>
<th>Dean's Office</th>
<th>Retired Senior Volunteer Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,220.00</td>
<td>14,151.00</td>
<td>100,000.00</td>
<td>$5,000.00</td>
<td>$97,507.00</td>
</tr>
</tbody>
</table>

Funded External Awards 2008-2009
College of Education (As of July 17, 2009)

<table>
<thead>
<tr>
<th>AMSTI</th>
<th>Curriculum &amp; Teaching</th>
<th>Dean's Office</th>
<th>Education</th>
<th>Counseling &amp; Psychology</th>
<th>Science in Motion</th>
<th>Technology in Motion</th>
<th>Inservice</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,230,570</td>
<td>$65,918</td>
<td>$350,000</td>
<td>$18,000</td>
<td>$150,000</td>
<td>$184,069</td>
<td>$184,069</td>
<td>$413,891</td>
</tr>
</tbody>
</table>

Response Report, Troy University 2009 • 301
Funded External Awards 2008-2009
College of Health & Human Services (As of July 17, 2009)

<table>
<thead>
<tr>
<th>Bureau</th>
<th>KHP</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,824,853</td>
<td>$8,000</td>
<td>$738,587</td>
</tr>
</tbody>
</table>

Funded External Awards 2008-2009
College of Communication & Fine Arts (As of July 17, 2009)

<table>
<thead>
<tr>
<th>Art &amp; Design</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,800</td>
<td>$500</td>
</tr>
</tbody>
</table>
Funded Internal Research Awards
By College

<table>
<thead>
<tr>
<th>College</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Montgomery</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Troy</td>
<td>9</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Phenix City</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Funded Internal Research Awards
College of Arts & Sciences
Funded Internal Research Awards
Sorrell College of Business

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Montgomery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Troy</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Phenix City</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Funded Internal Research Awards
College of Communications & Fine Arts

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Montgomery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Troy</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Phenix City</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Funded Internal Research Awards
College of Education

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Montgomery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Troy</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Phenix City</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Faculty Involvement in Research (2008-2009)
By College – Absolute Comparison

- A&S: 19.8% N=64
- CCFA: 9.7% N=31
- COE: 20.7% N=70
- CHHS: 20.7% N=42
- SCOB: 28.6% N=122
Faculty Involvement in Research (2008-2009)
By College – Relative* Comparison

*Faculty to Research Ratio

Faculty Involvement in Research
Between College –Category Comparison (2008-2009 AY)
**Faculty Involvement in Research (2008-2009)**

**College of Arts & Sciences - Summary**

<table>
<thead>
<tr>
<th>Category</th>
<th>University</th>
<th>A &amp; S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>462</td>
<td>117 (25.3%)</td>
</tr>
<tr>
<td>Category II</td>
<td>753</td>
<td>226 (30.0%)</td>
</tr>
<tr>
<td>Category III</td>
<td>1090</td>
<td>316 (29.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2305</strong></td>
<td><strong>659 (28.5%)</strong></td>
</tr>
</tbody>
</table>

**Faculty Involvement in Research (2008-2009)**

**College of Arts & Sciences**

**CATEGORY I**

- Published refereed periodical / journal
- Authored or edited a published book...
- Published a chapter, case-study...
- Arranged or composed a music ....
- Received Extramural funding...
- Patented an invention or process
Faculty Involvement in Research (2008-2009)
College of Arts & Sciences

CATEGORY II

- Professional review of work
- Published teaching materials
- Published book review in journal
- Oral presentation of paper
- Paper published in proceedings

CATEGORY III

- Chair of Thesis
- Active clinical practice
- Poster presentation at ...
- Received award for research
- Moderator at professional ...
- Adjudication at professional ...
- Review for textbook publisher
- Prepared Consulting Report
- Abstract published in proceedings
Faculty Involvement in Research (2008-2009)
College of Communication & Fine Arts - Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>University</th>
<th>CCFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>462</td>
<td>140 (30.3%)</td>
</tr>
<tr>
<td>Category II</td>
<td>753</td>
<td>145 (19.3%)</td>
</tr>
<tr>
<td>Category III</td>
<td>1090</td>
<td>203 (18.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2305</td>
<td>488 (21.7%)</td>
</tr>
</tbody>
</table>

Faculty Involvement in Research (2008-2009)
College of Communication & Fine Arts

**CATEGORY I**

- Published refereed periodical / journal
- Authored or edited a published book...
- Published a chapter, case-study...
- Arranged or composed a music ....
- Received Extramural funding...
- Patented an invention or process
Faculty Involvement in Research (2008-2009)
College of Education - Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>University</th>
<th>COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>462</td>
<td>84 (18.1%)</td>
</tr>
<tr>
<td>Category II</td>
<td>753</td>
<td>142 (18.8%)</td>
</tr>
<tr>
<td>Category III</td>
<td>1090</td>
<td>252 (23.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2305</strong></td>
<td><strong>478 (20.7%)</strong></td>
</tr>
</tbody>
</table>

Faculty Involvement in Research (2008-2009)
College of Education

**CATEGORY I**

- Published refereed periodical / journal
- Authored or edited a published book...
- Published a chapter, case-study...
- Arranged or composed a music ....
- Received Extramural funding...
- Patented an invention or process
Faculty Involvement in Research (2008-2009)
College of Education

CATEGORY II

- Professional review of work
- Published teaching materials
- Published book review in journal
- Oral presentation of paper
- Paper published in proceedings

CATEGORY III

- Chair of Thesis
- Active clinical practice
- Poster presentation at
- Received award for research
- Moderator at professional
- Adjudication at professional
- Review for textbook publisher
- Prepared Consulting Report
- Abstract published in proceedings
Faculty Involvement in Research (2008-2009)
College of Health & Human Services - Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>University</th>
<th>COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>462</td>
<td>43  (9.3%)</td>
</tr>
<tr>
<td>Category II</td>
<td>753</td>
<td>55  (7.3%)</td>
</tr>
<tr>
<td>Category III</td>
<td>1090</td>
<td>126 (11.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2305</td>
<td>224 (9.7%)</td>
</tr>
</tbody>
</table>

Faculty Involvement in Research (2008-2009)
College of Health & Human Services

**CATEGORY I**
- Published refereed periodical / journal
- Authored or edited a published book...
- Published a chapter, case-study...
- Arranged or composed a music ....
- Received Extramural funding...
- Patented an invention or process
Faculty Involvement in Research (2008-2009)
College of Health & Human Services

CATEGORY II

- Professional review of work...
- Published teaching materials...
- Published book review in journal...
- Oral presentation of paper...
- Paper published in proceedings...

CATEGORY III

- Chair of Thesis...
- Active clinical practice...
- Poster presentation at...
- Received award for research...
- Moderator at professional...
- Adjudication at professional...
- Review for textbook publisher...
- Prepared Consulting Report...
- Abstract published in proceedings...
Faculty Involvement in Research (2008-2009)
Sorrell College of Business - Summary

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Category I</td>
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<td>78 (16.9%)</td>
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<td>Category II</td>
<td>753</td>
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<td>Category III</td>
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<td><strong>Total</strong></td>
<td><strong>2305</strong></td>
<td><strong>456 (19.8%)</strong></td>
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Faculty Involvement in Research (2008-2009)
Sorrell College of Business

**CATEGORY I**

- Published refereed periodical / journal
- Authored or edited a published book...
- Published a chapter, case-study...
- Arranged or composed a music ...
- Received Extramural funding...
- Patented an invention or process
Faculty Involvement in Research (2008-2009)
Sorrell College of Business

CATEGORY II

- Professional review of work...
- Published teaching materials...
- Published book review in journal...
- Oral presentation of paper...
- Paper published in proceedings...

CATEGORY III

- Chair of Thesis....
- Active clinical practice...
- Poster presentation at...
- Received award for research...
- Moderator at professional....
- Adjudication at professional...
- Review for textbook publisher...
- Prepared Consulting Report...
- Abstract published in proceedings...
Student Research

Part II

Funded Competitive Research Grants
Student Initiated

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Response Report, Troy University 2009 • 317
Student Research Assistants
Funded through Extramural Sponsors

Sections of Graduate Research Courses
By College
Sections of Graduate Research Courses
Sorrell College of Business – by Location

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<thead>
<tr>
<th>Location</th>
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<td>Troy</td>
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Sections of Graduate Research Courses
Sorrell College of Business – Total by Year

Response Report, Troy University 2009 • 319
Sections of Graduate Research Courses
College of Arts & Sciences

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<tr>
<th></th>
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<td>Troy</td>
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<tr>
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Sections of Graduate Research Courses
College of Arts & Sciences – Total by Year

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TROY UNIVERSITY
A future of opportunities.
Sections of Graduate Research Courses
College of Education – by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>2005-06</th>
<th>2006-07</th>
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<tbody>
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<td>8</td>
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Sections of Graduate Research Courses
College of Education – Total by Year

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<tbody>
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<td>AY 2006-07</td>
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Sections of Graduate Research Courses
College of Health & Human Services – by Location

<table>
<thead>
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<th>2007-08</th>
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<tr>
<td>Dothan</td>
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<tr>
<td>Montgomery (T08)</td>
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Sections of Graduate Research Courses
College of Health & Human Services – Total by Year

AY 2005-06: 10
AY 2006-07: 9
AY 2007-08: 11
Sections of Graduate Research Courses
College of Communication & Fine Arts – by Location

<table>
<thead>
<tr>
<th>Location</th>
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<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
<td>Dothan</td>
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<td>0</td>
</tr>
<tr>
<td>Montgomery (T08)</td>
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<td>0</td>
</tr>
<tr>
<td>Troy</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Phenix City</td>
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</tr>
<tr>
<td>Global Campus</td>
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Theses Sections Offered
By College

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<th>Number of Sections</th>
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<tr>
<td>SCOB</td>
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<tr>
<td>COE</td>
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</tr>
<tr>
<td>CHHS</td>
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<td>CAS</td>
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</tr>
<tr>
<td>CCFA</td>
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AY 2005-06
AY 2006-07
AY 2007-08
### Sections of Graduate Theses Courses
#### College Arts & Science – by Location

<table>
<thead>
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<th>Location</th>
<th>2005-06</th>
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<th>2007-08</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Montgomery</td>
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<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Troy</td>
<td>6</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Phenix City</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>8</td>
<td>12</td>
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### Sections of Graduate Theses Courses
#### College of Education – by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
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<tr>
<td>Montgomery</td>
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<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Troy</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Phenix City</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

TROY UNIVERSITY
A future of opportunity.

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Sections of Graduate Theses Courses
College of Health & Human Services – by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dothan</td>
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</tr>
<tr>
<td>Montgomery</td>
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<td>0</td>
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</tr>
<tr>
<td>Troy</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Phenix City</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Global Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Sections of Graduate Theses Courses - By College and Year

[Graph showing the total sections by college and year, with bars for Arts & Sciences, Education, and Health & HS.]
3.3.1.4 Supporting Documentation

4. Campus Research Report
Internally Funded Research Awards (2008-09)
By Campus

- **Dothan**
  - $7,413 (9.3%)
- **Montgomery**
  - $4,500 (5.7%)
- **Phenix City**
  - $0
- **Troy**
  - $67,500 (85.0%)
- **Global Campus**
  - $0

Internally Funded Research Awards (2008-09)
Dothan Campus

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Grants</th>
<th>Research Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; S</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>SCOB</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CCFA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CHHS</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Summer Research Grants: $4,500
- Research Grants: $2,913
Internally Funded Research Awards (2008-09)
Montgomery Campus

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Grants</th>
<th>Research Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; S</td>
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</tr>
<tr>
<td>SCOB</td>
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<tr>
<td>CHHS</td>
<td>0</td>
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Number of Awards

- Summer Research Grants: 4,500
- Research Grants: 0

Internally Funded Research Awards (2008-09)
Troy Campus

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Grants</th>
<th>Research Grants</th>
</tr>
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<tr>
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<td>1</td>
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<tr>
<td>COE</td>
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<td>1</td>
</tr>
<tr>
<td>CHHS</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Number of Awards

- Summer Research Grants: 49,500
- Research Grants: 18,000

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Faculty Involvement in Research
By Campus –Absolute Comparison (2008-2009 AY)

- **Dothan**: 170 (7.4%)
- **Montgomery**: 295 (12.9%)
- **Phenix City**: 161 (7.0%)
- **Troy**: 1216 (53.2%)
- **Global Campus**: 443 (19.4%)

---

Faculty Involvement in Research
By Campus –Relative* Comparison (2008-2009 AY)

- Dothan: 5.2
- Montgomery: 6.3
- Phenix City: 9.5
- Troy: 7.8
- Global Campus: 6.1

*Faculty to Research Ratio

---

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Faculty Involvement in Research
By Campus – Category Comparison (2008-2009 AY)

Category I
- Dothan: 463 (6.7%)
- Montgomery: 760 (7.3%)
- Phenix City: 1062 (7.8%)
- Troy: 2285 (7.4%)

Category II
- Dothan: 31 (6.7%)
- Montgomery:
- Phenix City:
- Troy:
- Global Campus:

Category III
- Dothan: 83 (7.8%)
- Montgomery:
- Phenix City:
- Troy:
- Global Campus:

Total
- Dothan: 170 (7.4%)
- Montgomery:
- Phenix City:
- Troy:
- Global Campus:

Faculty Involvement in Research (2008-2009)
Dothan Campus – University Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>University</th>
<th>Dothan</th>
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<tr>
<td>Category I</td>
<td>463</td>
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<td>Category II</td>
<td>760</td>
<td>56 (7.3%)</td>
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<td>Category III</td>
<td>1062</td>
<td>83 (7.8%)</td>
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<td><strong>Total</strong></td>
<td>2285</td>
<td>170 (7.4%)</td>
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Faculty Involvement in Research  
Dothan Campus – Internal Comparison (2008-2009 AY)

N = 33

- Category I: 50.6%
- Category II: 18.2%
- Category III: 32.9%

Faculty Involvement in Research (2008-2009)  
Montgomery Campus – University Comparison

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<td>144 (13.6%)</td>
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Faculty Involvement in Research
Montgomery Campus – Internal Comparison (2008-2009 AY)

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N = 47

Faculty Involvement in Research (2008-2009)
Phenix City – University Comparison

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<tr>
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<td>108 (7.8%)</td>
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Faculty Involvement in Research
Phenix City Campus – Internal Comparison (2008-2009 AY)

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<td>Category III</td>
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Faculty Involvement in Research (2008-2009)
Troy Campus – University Comparison

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<td><strong>Total</strong></td>
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<td>1216 (53.2%)</td>
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Faculty Involvement in Research

Troy Campus – Internal Comparison (2008-2009 AY)

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<th>Category</th>
<th>N (%)</th>
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<td>31.7%</td>
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N = 156

Faculty Involvement in Research (2008-2009)

Global Campus – University Comparison

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<td>Category II</td>
<td>760</td>
<td>22</td>
<td>181 (23.8%)</td>
</tr>
<tr>
<td>Category III</td>
<td>1062</td>
<td>9</td>
<td>174 (16.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>2285</td>
<td>38</td>
<td>443 (19.4%)</td>
</tr>
</tbody>
</table>

*Includes eCampus

Response Report, Troy University 2009 • 337
Student Research

Part II

Sections of Graduate Research Courses
By Campus (2007-2008 AY)

- **Dothan**: 16 (6.0%)
- **Montgomery**: 31 (11.7%)
- **Phenix City**: 25 (9.4%)
- **Troy**: 25 (9.4%)
- **Global Campus**: 168 (63.4%)
## Sections of Graduate Research Courses

### Dothan Campus (2007-08 AY)

<table>
<thead>
<tr>
<th>College</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>2</td>
</tr>
<tr>
<td>College of Business</td>
<td>2</td>
</tr>
<tr>
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</tr>
<tr>
<td>College of Education</td>
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</tr>
<tr>
<td>College of Health &amp; Human Services</td>
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</table>

### Montgomery Campus (2007-08 AY)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>3</td>
</tr>
<tr>
<td>College of Business</td>
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<tr>
<td>College of Education</td>
<td>24</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
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</table>
### Sections of Graduate Research Courses
#### Phenix City Campus (2007-08 AY)

<table>
<thead>
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<th>College</th>
<th>Sections</th>
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</thead>
<tbody>
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<td>College of Arts &amp; Sciences</td>
<td>0</td>
</tr>
<tr>
<td>College of Business</td>
<td>2</td>
</tr>
<tr>
<td>Communications &amp; Fine Arts</td>
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<tr>
<td>College of Education</td>
<td>20</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
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</tr>
</tbody>
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#### Troy Campus (2007-08 AY)

<table>
<thead>
<tr>
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<th>Sections</th>
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</thead>
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<tr>
<td>College of Arts &amp; Sciences</td>
<td>6</td>
</tr>
<tr>
<td>College of Business</td>
<td>4</td>
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<td>Communications &amp; Fine Arts</td>
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<tr>
<td>College of Education</td>
<td>8</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
<td>6</td>
</tr>
</tbody>
</table>

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Sections of Graduate Research Courses
Global Campus (2007-08 AY)

<table>
<thead>
<tr>
<th>Section</th>
<th>Sections</th>
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<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>64</td>
</tr>
<tr>
<td>College of Business</td>
<td>14</td>
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<td>Communications &amp; Fine Arts</td>
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<tr>
<td>College of Education</td>
<td>88</td>
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<tr>
<td>College of Health &amp; Human Services</td>
<td>2</td>
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</table>

Sections of Thesis Courses
By Campus (2007-2008 AY)

- Dothan: 2 (3.5%)
- Montgomery: 26 (45.6%)
- Phenix City: 14 (24.6%)
- Troy: 15 (26.3%)
- Global Campus: 0 (0%)
Sections of Graduate Thesis Courses
Dothan Campus (2007-08 AY)

<table>
<thead>
<tr>
<th>College</th>
<th>Sections</th>
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</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>Communications &amp; Fine Arts</td>
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</tr>
<tr>
<td>College of Education</td>
<td>2</td>
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<tr>
<td>College of Health &amp; Human Services</td>
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</tbody>
</table>

Sections of Graduate Thesis Courses
Montgomery Campus (2007-08 AY)

<table>
<thead>
<tr>
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<th>Sections</th>
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</thead>
<tbody>
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<td>11</td>
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<tr>
<td>College of Business</td>
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</tr>
<tr>
<td>Communications &amp; Fine Arts</td>
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<tr>
<td>College of Education</td>
<td>15</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
<td>0</td>
</tr>
</tbody>
</table>
## Sections of Graduate Thesis Courses

### Phenix City Campus (2007-08 AY)

<table>
<thead>
<tr>
<th>College</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>College of Business</td>
<td>0</td>
</tr>
<tr>
<td>Communications &amp; Fine Arts</td>
<td>0</td>
</tr>
<tr>
<td>College of Education</td>
<td>14</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
<td>0</td>
</tr>
</tbody>
</table>

### Sections of Graduate Thesis Courses

### Troy Campus (2007-08 AY)

<table>
<thead>
<tr>
<th>College</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>College of Business</td>
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<tr>
<td>Communications &amp; Fine Arts</td>
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<td>College of Education</td>
<td>14</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
<td>1</td>
</tr>
</tbody>
</table>
3.3.1.4 Supporting Documentation

5. Faculty Research Survey Results
Executive Summary

The complete Faculty Involvement in Research Survey report contains a detailed statistical analysis of the results to the survey titled Faculty Involvement in Research Survey AY 2008-2009. The results analysis includes answers from all respondents who took the survey in the 15 day period from Monday, Aug. 3, 2009 to Tuesday, Aug. 18, 2009. Three-hundred and thirty-five completed responses were received during this time. Of the 677 invitation-to-participate emails sent out, 119 bounced leaving 558 valid email addresses. Sixty percent of the faculty receiving the email responded to the survey. Invitation-to-participate emails were only sent to full-time faculty, not adjuncts. As a result of this, participation from eCampus was low. Key results of the survey are provided below.

Survey Results & Analysis

1. Responses received by college (total number of responses received: 335)

Number of Responses by College

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>122</td>
</tr>
<tr>
<td>Communication and Fine Arts</td>
<td>42</td>
</tr>
<tr>
<td>Education</td>
<td>70</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>31</td>
</tr>
<tr>
<td>Sorrell College of Business</td>
<td>64</td>
</tr>
</tbody>
</table>
2. Indicate the campus you were primarily assigned to during AY 2008-2009.

Campus to which respondents were assigned

- Troy 48%
- Global Campus 20%
- Montgomery 14%
- Phenix City 5%
- Dothan 10%
- eCampus 3%

3. What is the highest level at which you teach for Troy University?

Highest level taught

- Master's Degree 63%
- Bachelor's Degree 28%
- Associate Degree 1%
- Education Specialist Degree 8%
4. Indicate the majors/concentrations in which you taught in academic year 2008/2009? (Select the majors from the appropriate college.)

**College of Arts and Sciences**

- Other: 10
- Sociology: 5
- Social Science Education: 4
- Social Science: 4
- Public Administration: 20
- Political Science: 5
- Mathematics Education: 3
- Mathematics: 13
- International Relations: 12
- History Education: 12
- History: 16
- Geomatics: 2
- General Education: 6
- Environmental Science: 8
- Environmental and Biological Science: 10
- English Language Arts Education: 3
- English: 22
- Criminal Justice: 12
- Comprehensive General Science Education: 0
- Comprehensive General Science: 1
- Chemistry Education: 1
- Chemistry: 3
- Biology Education: 7
- Biology: 17
- Computer Science: 5
- Applied Computer Science: 4
Indicate the majors/concentrations in which you taught in academic year 2008/2009? (Select the majors from the appropriate college.)

Sorrell College of Business

- Executive Master of Business Administration: 1
- Master of Business Administration: 29
- Production & Operation Management: 5
- Technology and Resource Management: 4
- Risk Management and Insurance: 3
- Small Business and Entrepreneurship: 1
- International Business: 2
- General Business: 19
- International Economic Development: 2
- Information System: 10
- Hospitality and Tourism Management: 3
- Human Resource Management: 20
- Management: 31
- Marketing: 11
- Finance: 8
- Economics: 13
- Accounting: 14
- Associate of Science in Business: 7
Indicate the majors/concentrations in which you taught in academic year 2008/2009? (Select the majors from the appropriate college.)

**College of Communication and Fine Arts**

- Other: 1
- Foreign Language: 2
- Music Education: 12
- Music: 18
- Broadcast Journalism: 7
- Journalism: 6
- Design, Technology and Industry: 3
- Communication Arts-Communication: 3
- Communication Arts-Speech Communication: 3
- Communication Arts-Dramatic Art: 5
- Art Studio: 3
- Art Education: 2
- Art: 4
Indicate the majors/concentrations in which you taught in academic year 2008/2009? (Select the majors from the appropriate college.)

<table>
<thead>
<tr>
<th>Major/Concentration</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Student Services Counseling</td>
<td>6</td>
</tr>
<tr>
<td>Correction Counseling</td>
<td>5</td>
</tr>
<tr>
<td>Community Counseling</td>
<td>17</td>
</tr>
<tr>
<td>Clinical Mental Counseling</td>
<td>6</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>5</td>
</tr>
<tr>
<td>Social Services Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>5</td>
</tr>
<tr>
<td>School Psychometry</td>
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</tr>
<tr>
<td>School Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Education Administration and Leadership</td>
<td>6</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>5</td>
</tr>
<tr>
<td>Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>Collaborative Teacher 6-12</td>
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</tr>
<tr>
<td>Collaborate Teacher K-6</td>
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</tr>
<tr>
<td>Reading Specialist Education</td>
<td>0</td>
</tr>
<tr>
<td>Gifted Education</td>
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</tr>
<tr>
<td>Interdisciplinary Education</td>
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</tr>
<tr>
<td>Post-Secondary Education</td>
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<td>Secondary Education</td>
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</tr>
<tr>
<td>Elementary Education</td>
<td>8</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>22</td>
</tr>
</tbody>
</table>
Indicate the majors/concentrations in which you taught in academic year 2008/2009? (Select the majors from the appropriate college.)

**College of Health and Human Services**

- **Other**: 2
- **Sport and Fitness Management**: 0
- **Social Work**: 4
- **Nursing**: 18
- **Physical Education**: 6
- **Health and Physical Education**: 6
- **Rehabilitation**: 2
- **Human Services**: 5
- **Athletic Training**: 3
## College Totals Summary

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Arts &amp; Sciences</th>
<th>Communication &amp; Fine Arts</th>
<th>Education</th>
<th>Health &amp; Human Services</th>
<th>Sorrell College of Business</th>
<th>ALL Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Published - referee periodical/journal article</td>
<td>62</td>
<td>12</td>
<td>41</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>Authored or edited a published book or monograph (including dissertation)</td>
<td>16</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Published a chapter, case-study, or instructional materials</td>
<td>28</td>
<td>8</td>
<td>16</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Arranged or composed a music score or original work in the arts</td>
<td>1</td>
<td>99</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Received an extramurally funded research grant or contract</td>
<td>15</td>
<td>20</td>
<td>8</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Patented an invention or process</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Published - Paper published in proceedings of professional conference</td>
<td>37</td>
<td>9</td>
<td>14</td>
<td>8</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>Oral presentation of paper or research at professional conference</td>
<td>141</td>
<td>52</td>
<td>117</td>
<td>44</td>
<td>102</td>
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<tr>
<td>9</td>
<td>Published a book review in a refereed professional journal</td>
<td>22</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Published teaching materials/manual through book publisher</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Professional review of artistic work or performance</td>
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<td>79</td>
<td>1</td>
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<tr>
<td>12</td>
<td>Abstract published in proceedings of profession conference</td>
<td>72</td>
<td>17</td>
<td>22</td>
<td>17</td>
<td>31</td>
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<tr>
<td>13</td>
<td>Performed consulting work and produced a report</td>
<td>29</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>39</td>
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<tr>
<td>14</td>
<td>Reviewed chapter or book for textbook publisher</td>
<td>42</td>
<td>10</td>
<td>24</td>
<td>22</td>
<td>30</td>
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<tr>
<td>15</td>
<td>Adjudication at professional conferences</td>
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<td>51</td>
<td>6</td>
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<td>16</td>
<td>Moderator/Discussant at professional meeting</td>
<td>54</td>
<td>30</td>
<td>19</td>
<td>11</td>
<td>50</td>
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<td>17</td>
<td>Received awards, fellowships, internal grants for research/creative work</td>
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<td>32</td>
<td>16</td>
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<td>6</td>
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<tr>
<td>18</td>
<td>Poster presentation at professional conference</td>
<td>44</td>
<td>9</td>
<td>15</td>
<td>23</td>
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<td>19</td>
<td>Active clinical practice / licensure</td>
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<td>9</td>
<td>39</td>
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<td>20</td>
<td>Chair of Thesis committee</td>
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<td>8</td>
<td>95</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>480</strong></td>
<td><strong>470</strong></td>
<td><strong>223</strong></td>
<td><strong>462</strong></td>
<td><strong>2299</strong></td>
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</tbody>
</table>
3.3.1.4 Supporting Documentation

6. Integrated Research Activity by College
<table>
<thead>
<tr>
<th></th>
<th></th>
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<td></td>
<td>CJ 6650</td>
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<td>ANT 4491</td>
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### Integration of Research Opportunities across the Sorrell College of Business Curriculum

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**Totals:**
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- Undergraduate Courses (UG): 10
- Total Courses: 29
**Integration of Research Opportunities across the College of Communication and Fine Arts Curriculum**

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Note: (G) = Graduate, (UG) = Undergraduate
### Integration of Research Opportunities across the College of Health and Human Services Curriculum

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COMPREHENSIVE STANDARD 3.3.1.5

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 each of the following areas:

3.3.1.5 community/public service within its educational mission, if appropriate (Institutional Effectiveness)

Recommendation 10: The Committee recommends that the institution affirm and describe its mission-driven interests and activities in community/public service and provide sufficient evidence that it identifies for the unified campus a) its expected outcomes for community/public service activities; b) its assessments of the extent to which those expected outcomes are achieved; and c) evidence of improvements made in its community/public service activities based upon analysis of the results.

Summary of On-Site Review Committee Comments

Troy University could only demonstrate a few examples of specific areas of community service that had been assessed, and these examples did not do justice to the institution’s accomplishments. As in other areas of assessment, the Dashboard system attempted to reduce the evaluation of community service down to a few outcome measures that did not adequately tell the story of community service activities or fully demonstrate how the institution develops plans, evaluates and improves these services in a systematic manner.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

2. Assigning a senior institutional research staff member to improve the assessment of these services.
3. Devoting a section of the new Web-based reporting system to the assessment of community/public service.
4. Developing new assessment reports that are now posted in the new Web-based reporting system.

Troy University's mission leads the institution to provide community and public service activities that promote music and the arts, economic development, and a variety of educational programs related to science and the history and culture of Alabama.

These broad areas of community and public service are expressed through specific program activities such as the operation of the Davis Theatre (music and performing arts), the operation of a public radio station (music, performing arts, history and culture of Alabama), the Rosa Parks Museum and Library and its Children's Wing (Alabama history and culture), the W.A. Gayle Planetarium (science), and the Center for International Business...
and Economic Development (economic development) that all provide community services that reach across our region of Alabama.

A senior staff member in the University’s Institutional Research, Planning and Effectiveness (IRPE) division was tasked in May, 2009 to work on upgrading the institutional effectiveness information for community and public service activities across the University using the new Web-based system, Homer, located at http://homer.troy.edu.

The Community Support and Outreach section of Homer provides the Chancellor’s Briefings for each major community and public service activity as well as a summary of improvements that have been made in each area over the past three years. Examples are provided in Supporting Documentation 1 (Radio and Television) and Supporting Documentation 2 (Rosa Parks Museum and Children’s Wing). Representing all of Troy University, Homer will include activities at specific campuses as well as activities such as the public radio station that blanket the region.

For each major community service activity, Homer provides a) a statement of expected outcomes that focuses on service to stakeholders; b) an assessment of the extent to which these outcomes are achieved and an evaluative statement as to whether these expectations were exceeded, met, or not met; and c) evidence of improvements based upon the analysis of results. Henceforth, each community/public service component will include Plans For Further Improvement based on the assessment of outcomes.

Conclusion

Troy University has significantly enhanced its planning, assessment, and improvement cycle in the area of community/public service. Troy University is noted for its outstanding community and public service and has received previous SACS commendations. The enhancements being made will enable the University to better tell its story and fully comply with this requirement.

Supporting Documentation

1. Homer: Chancellor’s Briefing example, Radio and Television
2. Homer: Chancellor’s Briefing example, Rosa Parks Museum and Children’s Wing
3.3.1.5 Supporting Documentation

1. Homer: Chancellor’s Briefing example,
   Radio and Television
Radio & Television

James Clower
Director of Radio and Television

16 full-time 7 part-time

Established digital radio service in WTSU Montgomery/Troy, WRWA Dothan, WTJB Columbus/Phenix City markets

Brunson/Griffin/Clower

Achievements

- Installed digital transmitters at each site
- Replaced antennas at Phenix City and Wicksburg
- Installed equipment to provide audio to additional service
- Main signal audio broadcast as an analog and digital service
Provisioned for power generator at WTSU/Pine Level

Davis/Brunson/Griffin/Clower

Achievements

- Submitted NTIA grant
- Received award notice in October
- Bids received for work
- Installation scheduled prior to March ’08
- Backup power will improve reliability for Troy/Montgomery market

Public Radio fundraising and ratings

Radio Staff/Clower

Achievements

- Fund Drive October – September totaled $91,500
- Underwriting totaled $30,000
- Arbitron Spring 2007 AQH was 20 (17 needed to maintain CPB standards)
**Improved interactive videoconferencing**

*Brunson/Griffin/Clower*

**Achievements**

- Installed classroom system in Collegeview Building for nursing use
- Installed two systems in Dothan Campus conference rooms
- Upgraded Wallace 366B classroom with funds from an SBA grant

---

**Improvements made in Television**

*Bozeman/Sellers/Taylor/Fairfield/Staff/Clower*

**Achievements**

- Added Arts & NASA programming
- Added camera for student needs
- Moved news set and other productions to larger studio
- Added Trojan Sports Now program
Awards made to Trojan Vision

Achievements

• AP – Four of Seven
• SPJ Region 3 – Two Excellence Awards
• Southeastern Journalism Conference – Best College Television Station

Setting our Sights

2008 Expectations

• Complete restructuring of department into Advancement & External Relations
• Complete technical enhancements (Brunson and staff)
  ➢ Add power generator at Phenix City
  ➢ Add grounding at Uchee and Wicksburg
  ➢ Replace power modules at Montgomery, Uchee and Wicksburg
  ➢ Replace videoconferencing bridges
  ➢ Re-roof Pine Level and Wicksburg buildings
  ➢ Add interactive classroom in Phenix City
3.3.1.5 Supporting Documentation

2. Homer: Chancellor’s Briefing example, 
   Rosa Parks Museum and Children’s Wing
Montgomery Campus

Rosa Parks Museum & Children’s Wing

Montgomery Campus
Rosa Parks Museum & Children’s Wing

- Overview
- Recent Improvements
- Expected Outcomes and Results
- Plans for Further Improvement
Montgomery Campus
Rosa Parks Museum & Children’s Wing

• Overview of community support & outreach in the Montgomery area
  – Troy University completed construction of the Rosa Parks Museum on December 1st 2000 on the 45th anniversary of Rosa Parks’ arrest, the pivotal event that began the Montgomery Bus Boycott and the Modern Day Civil Rights Movement. The main museum provides an interactive interpretive experience that teaches the history of the Boycott, as well as teaching about the 55,000 Black citizens of Montgomery who organized and supported the Boycott. The Children’s Wing was completed on February 4th, 2006. This wing added an exciting “Cleveland Avenue Time Machine” experience that takes visitors back in time to the early 1800’s (“Jim Crow Era) where they experience the racial injustices that were levied against African Americans. The second floor of this wing is a research center that allows visitors to conduct more thorough research on various civil rights events. Over 55,000 children and adults visit these two operations annually. The Rosa Parks Museum & Children’s Wing allows Troy University to provide important civil rights education to the community, state, nation and world.
Montgomery Campus
Rosa Parks Museum & Children’s Wing

CHILDREN’S WING BEFORE

CHILDREN’S WING AFTER

• Recent Improvements
  – Completed a consultant review of all the technology used in the Museum and Children’s Wing to resolve numerous technical difficulties experienced from repeated shows over the past nine years
  – Successfully acquired an international exhibit from Pietrasanta, Italy for the Museum exhibit hall titled “Civil Rights: International Sculptures from Pietrasanta”
  – Acquired a grant and conducted the 9th 2009 UNESCO Transatlantic Slave Trade Education Project Teachers Institute
  – Acquired the exhibit “I Have a Dream: International Tribute to Martin Luther King, Jr.” with works from over 70 artists around the world
  – Upgraded the computers and projectors in the Museum and Children’s Wing, increasing the exhibit presentation capabilities and improving the access to civil rights research materials
  – Installed a new air chiller unit to provide improved air and humidity mix with the Museum and the exhibit hall
  – Completed an application to the W.K. Kellogg Foundation in the amount of $300,000 to develop and conduct a racial healing program
Montgomery Campus
Rosa Parks Museum & Children’s Wing

• Program Expected Outcomes and Results
  – E.O. #1 Increase attendance of visitors to Museum
    • Result - Increased attendance from 22,000 to 55,000 annual visitors
      Expectation Met
  – E.O. #2 Acquire adjacent office building and design and construct a children’s exhibit to complement the Rosa Parks Museum
    • Result - Obtained grant from the City of Montgomery to Acquire the office Building.
    • Result – Designed and Constructed the Rosa Parks Museum Children’s Wing
    • Result - Held Grand Opening of the Children’s Wing
      Expectation Met
  – E.O. #3 Acquire three grants for Exhibits for Museum Exhibit Hall
    • Result - Received grant; designed and offered Children’s Program called “CRIB” (Children Remembering Important Beginnings)
    • Result – Received grant; designed and provided hundreds of children an “Un-coloring Book” allowing them to apply their experiences in art, writing and poetry after their Museum visit
    • Result – Received grant; Obtained and displayed exhibit called “Color of Money” to show the relationship of slavery to confederate currency
    • Result – Received grant; Designed, manufactured and installed an exterior exhibit called “Tribute to the Foot Soldiers”
      Exceeded Expectations

Montgomery Campus
Rosa Parks Museum & Children’s Wing

• Program Expected Outcomes and Results (Contd.)
  – E.O. #4 Nominate the Rosa Parks Museum and Children’s Wing for Recognition/Awards
    • Result – Nominated for and received State of Alabama Annual Tourism Award for Event of the Year for the Rosa Parks Museum
    • Result - The Children’s Wing “Cleveland Avenue Time Machine” exhibit was nominated for and received the International “THEA” Award for Outstanding Presentation of an exhibit
      Expectation Met
  – E.O. #5 Develop and Present/Host community developmental conferences and activities in the Rosa Parks Museum & Children’s Wing
    • Result – Hosted the “Alabama Ride to Freedom” workshop
    • Result – Organized and conducted over 20 book signings and lecturers in the Museum Exhibit Hall
    • Result – Organized a “Sweet Honey in the Rock” concert fund-raiser for the Museum
    • Result – Planned and held a UPI Reporters Panel to discuss their experience in covering historical civil rights events
    • Result – Hosted several “Faith & Politics” congressional delegation tours
      Exceeded Expectations
Montgomery Campus
Rosa Parks Museum & Children’s Wing

• Plans For Further Improvements
  – Plan and complete a conversion from digital DVD technology
    presentations in the Museum and Children’s Wing to new state-of-the-art solid state technology
  – Obtain funding to provide captioning on all the exhibit presentations
    in the Museum to provide improved services to persons with hearing impairments
  – Upon acquiring grant funding, conduct a five-year program called
    “Healing History: Introducing Teachers, Students and Communities
    to the History and Influence of Slavery and the Civil War on Today”
  – Research and acquire at least five new exhibits for the Museum
    exhibit hall for the upcoming calendar year
  – Review and update admission prices and gift shop merchandise to
    bring the financial revenues of the Museum & Children’s Wing in
    line with the overall expenses for operating these operations
  – Increase the fund-raising efforts for support of the Rosa Parks
    Museum & Children’s Wing
  – Develop a strategic plan for the Museum to assist with the pursuit of
    grant opportunities
COMPREHENSIVE STANDARD 3.4.4

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures 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 Commission policy “The Transfer or Transcripting of Academic Credit.”) (Acceptance of academic credit)

Recommendation 11: The Committee recommends that the institution provide sufficient evidence that it has a) developed and published an acceptable policy for evaluating, awarding, and accepting academic credit from international institutions which are not regionally accredited in the United States; b) proved that this institutional policy fully complies with SACS-COC’s policies and guidelines on Joint Curricular Ventures Involving the Award of Credit by Member Institutions and The Transfer or Transcripting of Academic Credit; and c) documented that the institution’s practices in evaluating, awarding, and accepting transfer credit associated with its international partnerships, international articulation agreements, and international consortia agreements are in compliance with this policy and those of SACS-COC.

Summary of On-Site Review Committee Comments

During visits to off-shore sites, the On-Site Review Committee noted that Troy University defines transfer credit in its 2008-2009 undergraduate and graduate catalogs as “college level credit that was earned at another regionally accredited institution and is transferable and accepted as credit toward a degree at Troy University.” The committee could not find a published policy for the acceptance of degree credit from international institutions that are not regionally accredited in the United States.

NARRATIVE

Executive Summary of Response

The University has responded to this recommendation by:

1. Publishing an Academic Operating Procedure (AOP) on acceptance of academic credit from international institutions.
2. Confirming with comparable institutions that Troy University is using best practices.
3. Providing oversight from the Consortia Relationship Review Committee to ensure compliance with SACS policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions.
4. Revising the Troy University catalogs to reflect appropriate references to the recognition of degrees and credits from international institutions.
5. Documenting, with confirming letters, compliance with the Academic Operating Procedure (AOP) on academic credit from international institutions.

A. Troy University, under the auspices of the Consortia Relationship Review Committee (CRRC) established in 2009, has developed and published Academic Operating Procedure (AOP) 07-21-09-01 on Recognition of Degrees and Academic Credits from Foreign
Post-Secondary Educational Institutions (Supporting Documentation 1) for evaluating, awarding, and accepting academic credit and degrees from international tertiary institutions that are not accredited in the United States. These procedures are consistent with the practices of regionally accredited institutions with international joint curricular ventures, and these policies comply with Southern Association of Colleges and Schools Commission on Colleges policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions.

Sources used to verify international institutions’ credentials include publications such as the International Handbook of Universities; World List of Universities and other Institutions of Higher Education; other reference works by the International Association of Universities and by foreign governments; and electronic databases such as the American Association of Collegiate Registrars and Admissions Officers (AACRO) Electronic Database for Global Education (EDGE), NAFSA: Association of International Educators, and World Education Services (WES).

Revisions to the University’s undergraduate catalog were approved by the Undergraduate Academic Council on June 25, 2009, with graduate catalog revisions to follow. These revisions reflect the appropriate references to procedures for recognition of degrees and academic credit from international universities.

B. The Consortia Relationship Review Committee (CRRC) has created and deployed an oversight rubric to ensure that the University’s Academic Operating Procedure complies with SACS policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions. The University’s policy clearly addresses the requirements to ensure that the course content, level of instruction, faculty qualification, library, support services, and environment in which instruction takes place are consistent with the Principles of Accreditation. An example of the implementation of this oversight rubric is provided in Supporting Documentation 2.

C. Evidence that the Troy University Academic Operating Procedure on Recognition of Degrees and Academic Credits from Foreign Post-Secondary Educational Institutions has been applied to students transferring credit or degrees from international post-secondary (tertiary) institutions during the summer of 2009 has been provided to the Consortia Relationship Review Committee (CRRC) at its August 6, 2009 meeting and noted in the minutes of the meeting (Supporting Documentation 3).
Conclusion

Under the supervision of the Consortia Relationship Review Committee (CRRC), Troy University has developed and implemented an Academic Operating Procedure (AOP) to direct how academic credit or degrees from foreign institutions not regionally accredited in the United States will be evaluated. To develop the AOP, the CRRC relied upon best practices in the United States and the SACS policy on Joint Curricular Ventures Involving the Award of Credit by Member Institutions.

Attached documentation demonstrates that the AOP was implemented in July, 2009 and applied to international students applying to graduate and undergraduate programs, both at the Troy campus and to off-shore teaching locations. The AOP has already been applied to the articulation agreement with the Hanoi University of Technology partnership program.

Supporting Documentation

1. AOP 07-21-09-01 Recognition of Degrees and Academic Credits from Foreign Post-Secondary Educational Institutions
2. Hanoi University of Technology Oversight Rubric and Review Document
3. Consortia Relationship Review Committee minutes – Evidence of application of AOP 07-21-09-01 Recognition of Degrees and Academic Credits from Foreign Post-Secondary Educational Institutions
3.4.4 Supporting Documentation

1. AOP 07-21-09-01 Recognition of Degrees and Academic Credits from Foreign Post-Secondary Educational Institutions
RECOGNITION OF DEGREES AND ACADEMIC CREDITS FROM FOREIGN POST-SECONDARY EDUCATIONAL INSTITUTIONS

Purpose: To define the procedure to be used to determine if credits or degrees earned at a foreign post-secondary (tertiary) educational institution are acceptable to permit admission and/or credit transfer to Troy University

Students or prospective students seeking admission or transfer of credits must submit to the Troy University International Admissions Office an official institutional transcript. The International Admissions office will verify authentication of credentials submitted.

The Troy University International Admissions Office will evaluate student credentials using standardized best practice procedures. (See Appendices A and B for a complete description of the process)

Transcripts may also be evaluated by AACRAO or ECE to determine if the degree or credits earned at the foreign post-secondary educational institution are acceptable to permit admission or credit transfer to Troy University.

The International Admissions Office will determine the level of the foreign post-secondary institution (equivalent to a community college, undergraduate institution, or graduate level institution). In the case of credit transfer, the International Admissions Office will secure official course descriptions and translate the credit value of each course into U.S. credit hours before submission to the appropriate faculties. Discipline faculties will follow commonly accepted best practice and Troy University protocols for the review, evaluation and transfer of credits from another university or academic institution. (See Appendix C; or Appendix D for Troy University Foreign Partner Institutions)

POLICY APPROVED BY ACADEMIC STEERING COMMITTEE, JULY 21, 2009
(REVISED 8/18/09)

OPR: DR. EARL INGRAM
Appendix A:

Process to determine if a foreign post-secondary institution degree or academic credits should be recognized as acceptable to permit admission and/or credit transfer to Troy University

The following are the sources, listed in order of use to which Troy University refers to determine acceptability of degree or credits earned from a foreign post-secondary institution for admission or transfer credit. If any sources listed below affirm acceptability, the degree or credit is deemed acceptable for academic review/confirmation. If any source denies acceptability, the credit or degree is not accepted. If no source confirms acceptability, the applicant will be referred to an approved professional evaluation agency to determine equivalency of U.S. academic credentials.

I. Check primary printed sources available in the International Center:
   - International Handbook of Universities - 19th edition (IAU) or later edition
   - World list of Universities and other Institutions of Higher Education - 24 edition (IAU) or later edition

These two books are edited by the IAU/UNESCO International Centre of Higher Education, International Association of Universities and contain unique and authoritative information on more than 17,000 universities from 183 countries (within each country, higher education institutions are placed in alphabetic order of their names in English). These references include:

(a) Universities: The entries comprise all institutions whether or not they bear the name “University”, which are considered to be of university-level in the country concerned.

(b) Other Institutions of Higher Education: This category lists all other institutions offering terminal degrees after thereto four years of higher education.

(c) National Bodies: This section comprises authorities, councils, associations, agencies or other organization which are concerned with higher education and academic cooperation and exchange.

(d) Agencies dealing with the Recognition of Studies and Qualifications.

(e) For each institution are given:
   - name in English and, where relevant, in the language of the country;
   - postal and telecommunication details, with-mail and website address, where available;
• names of the Academic Head, Administrative Officer and Director of International Relations and, where available, their contact details;
• listing of the main divisions of study by Faculties, Colleges, Schools, Departments, Institutes and/or study areas;
• date(s) of foundation

II. Other reference works published by AACRAO, NAFSA, UNESCO [International Association of Universities] or foreign governments such as:
  c. *Educational System of France* AACRAO
  e. *Directory of Canadian Universities* Association of University and Colleges of Canada

III. Check electronic databases such as:
• EDGE - subscription electronic Database of AACRAO with information currently on over 100 countries including the recognized universities, along with the educational ladders, grading scale, and official documents
• NAFSA [http://www.nafsa.org/publication.sec/epublications/online_guide_to] - A database which includes currently descriptions of the education systems and official MOE or accrediting website for forty-one countries
• WES Database
  The electronic databases includes based on country profile and includes information of
  (a) Overview country and education system
  (b) Educational Ladders
  (c) Grading system (table of conversion foreign grading system to suggested U.S. equivalency)
  (d) Credentials (includes credential; description, Advice to Admissions Officers, author notes, required for admission/leads to.. details, and samples of documents)
  (e) List of regionally recognized institutions (with websites of MOE, University Grand Committee, schools, …)
  (f) Resources (websites of countries Government/country education profile, UNESCO, etc.; printed resources such as Guide to Education System, World list of Universities, etc.)

IV. Website search on official foreign government or accrediting websites such as [using India as an example]:

Response Report, Troy University 2009 • 389
a. http://www.ugc.ac.in
b. http://www.aicte.emet.in

V. Education USA websites and resources:
   • http://apps.collegeboard.com/cbsearch(center/searchOverseasAdvCenter.jsp provides email and websites maintained by approximately 240 U.S. government sponsored Advising Centers. Officials at these centers are very familiar both with the U.S. educational system and the system of the country where they are located. They can provide most reliable information about a particular institution in that country.
   • NAFSA’s REAC regional contacts
   • Department of State-affiliated overseas educational advising centers

VI. Current internet publications
   a. NAFSA’s wRAP news letter [Five times a year, the Recruitment, Admissions, and Preparation Knowledge Community publishes a newsletter focusing on admissions, recruiting, and credential evaluation]
   b. WES World Education News and Reviews monthly newsletter [especially important for recent name changes]

VII. Use of peer internet communication networks such as
   a. NAFSA Admission and Credential Evaluation Network of over 300 university based evaluators
   b. Inter-l a yahoo listserv
   c. SECUSA a listserv maintained by the University of Buffalo

VIII. Professional commercial evaluation agencies
   • AACRAO
   • ECE
   • WES

[Current as of July 8, 2009]
Appendix B:

Foreign Credit Transfer Evaluation Process

I. The International Admissions Office collects official transcripts and marks-sheets along with appropriate graduation certificates or diplomas from universities found acceptable

II. The International Admissions Office verifies authenticity of all documents

III. The International Admissions Office secures official course descriptions and, if necessary, course syllabi

IV. The International Admissions Office uses commonly accepted best practices and Troy University established protocols for determining relative course credits:
   a. The International Admissions Office determines the appropriate allocation unit [the total units earned in a four-year degree at a foreign university divided by 120 to determine the value of the foreign unit]
   b. The International Admissions Office allocates the appropriate equivalent credit units for each course on the transcript or marks sheet

V. The International Admissions Office submits potential credit transfer to the chair of the appropriate department[s] for review using the International Credit Evaluation form (See Appendix C, D, or E)
   a. Attaches Undergraduate Transfer Credit form (as applicable)
   b. Attaches the Petition for Transfer of Graduate Credit form (as applicable)

VI. The Chair routes approved transfer credit forms to the college dean for signature.
   a. The college dean routes all undergraduate credit approvals directly to the Troy University Records Office to be posted to the student’s transcript
   b. The college dean routes the Petition for Transfer of Graduate Credit form to the Graduate School for final approval

VII. The Graduate School routes approved Petition for Transfer of Graduate Credit forms to the Troy University Records Office to be posted to the student’s transcript
Appendix C

International Credit Evaluation Form
(Not used for Troy Foreign Partner Institutions)

MEMORANDUM

DATE:

TO:

FROM: Director of International Admissions

RE: ____________________________________________ (Student Name, ID#)

Petition of Transfer of Credit from __________________________ (Foreign University)

The International Admissions Office has verified the authenticity of the student’s documents from the University named above.

Using commonly accepted best practices and Troy University established protocols (AOP for Recognition of Degrees and Academic Credits from Foreign Post Secondary Universities), it has been determined that degrees and credits from this foreign university are at the __________________________(e.g. 3-year baccalaureate, 4-year baccalaureate, Master’s, etc.) level or equivalent to U.S. universities.

Attachments:

[For Staff Use: Please complete the attached Petition for Transfer Credits and determine, if possible, the Troy University course / credit equivalent and submit to the appropriate registrar].
Appendix D

International Credit Evaluation Form
(For Troy Foreign Partner Institutions)

MEMORANDUM

DATE:

TO:

FROM: Director of International Admissions

RE: ________________________________________________ (Student Name, ID#)

Petition of Transfer of Credit from ____________________________________ (Foreign University), a Partner Institution of Troy University

The International Admissions Office has verified the authenticity of the student’s documents from the university named above and has determined using commonly accepted best practices and Troy University established protocols (AOP for Recognition of Degrees and Academic Credits from Foreign Post Secondary Universities), that degrees and credits from this foreign university are at the ____________________ (e.g. 3-year baccalaureate, 4-year baccalaureate, Master’s, etc.) level or equivalent to U.S. universities.

The student has been admitted to an approved Troy University International Joint Curricular Venture program and credit will be permitted in the future to be transferred from the partner university into the Troy __________ (degree) program based upon the attached course articulation matrix which has been approved by the appropriate Troy dean and faculty.

Attachments:

[For Staff Use: If the courses are listed on the matrix, please attach the matrix and transcripts and submit to the appropriate registrar. Please complete the attached Petition for Transfer Credits and determine, if possible, the Troy University course / credit equivalent].
Appendix E

International Students
Graduate Student Intake Form

Tertiary institutions attended by this student are acceptable in accordance with the AOP of 07/21/2009.
This form is to be completed by International Admissions Office and e-mailed or sent directly to the appropriate academic department/advisor:

TO: __________________________________________
________________________________________

1. Date: ______________________________________

2. Student name: ______________________________

3. Student ID#: ________________________________

4. Prior Degree (Circle one):
   Bachelor’s degree: 3 years 4 years 5 years
   Master’s degree(s): 11/2 years 2 years 3 years

5. Previous degree(s) major(s): ________________________________

6. Name/Location of Institution: ________________________________

7. English proficiency (Circle one):
   ESL classes are required
   Bridge classes (ESL+ UG only)
   English proficient (based on test scores)

8. Admission Status (Circle one): Temporary Conditional Unconditional

9. Graduate level exam (GMAT/GRE/MAT) completed (Circle One): Yes No

International Admissions Office Signature:

______________________________
Director of International Admissions
3.4.4 Supporting Documentation

2. Hanoi University of Technology Oversight Rubric and Review Document
# Oversight Rubric

Consortia Relationship Review Committee Attachment for AOP 1-6-09-01

<table>
<thead>
<tr>
<th>Name of Partner Institution: Hanoi University of Technology (HUT)</th>
<th>Date Reviewed: 8/6/2009</th>
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**DIRECTIONS:** Elements of this rubric will be reviewed using suggested "supporting documentation" outlined on Form 1. Committee subcommittees will be assigned to review and report to the committee on specific elements of the consortial relationship for compliance with SACS-COC Principles and SAC-COC Policy and Guidelines on Joint Curricular Ventures Involving the Award of Credit by Member Institutions. Attach "supporting documentation" to the completed rubric.

<table>
<thead>
<tr>
<th>1 Courses and programs offered through the Consortia Agreement are congruent with the educational purpose and goals of TROY University and approved and controlled by TROY faculty and administration. (CR 2.7.2, 2.7.3; CS 3.4.1, 3.4.10, 3.12.1, 3.13.1; FR 4.2, 4.4)</th>
<th>Not in Compliance</th>
<th>Needs Further Documentation</th>
<th>In Compliance</th>
</tr>
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<tr>
<td>2 Admission procedures and practices are consistent with the University mission and published admission and language proficiency criteria. (CS 3.4.3. CS 3.4.4, CS 3.6.4; FR 4.3)</td>
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<td>3 The practice of awarding, transferring, evaluating and recording credit in the consortia program is consistent with TROY University practice and published policies. (CS 3.4.4, 3.4.5, 3.4.6, 3.4.1, 3.6.2, 3.6.3, 3.9.2; FR 4.3)</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>4 TROY faculty teaching courses in the consortia program are qualified and are reviewed for competency. When TROY has not employed the faculty, credits accepted into the program have been evaluated as equivalent to TROY course by an accepted academic evaluation service and guidelines from the Commission on Colleges. (CR 2.8, 2.7.4, CS 3.2.9, 3.5.2, 3.7.1, 3.7.2)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5 The facilities and student access to library /information resources necessary to support program offerings, through this agreement, are adequate and appropriate to the mission of TROY University. (CR 2.9; CS 3.8.1; 3.8.2, 3.8.3)</td>
<td></td>
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</tr>
<tr>
<td>6 TROY University has the financial capacity and can provide full accountability for the support of the consortia relationship without diminishing its financial support of the U.S. campuses. (CR 2.11.1, CS 3.10)</td>
<td></td>
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<td>7 Public communications and recruiting practices meet standards published in TROY University Communications policy. (CS 3.14, 3.14.1; FR 4.6)</td>
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<tr>
<td></td>
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**Committee Recommendation**

- [ ] Recommend Continuance
- [ ] Recommend Continuance with Conditions
- [ ] Recommend Termination

**Summative Report and Conditions (when Appropriate):**

Attach additional pages

Signature: [Signature]

CRRC Chair

Date: 8-10-2009

**Follow Up (Maintained by CRRC Chair)**

**Recommended Continuance with Conditions:**

- Action Plan Submitted (attach copy)
- Review of Plan's Effectiveness (completed at end of next AY and submitted with next annual review)

**Recommended Termination:**

- Action taken to Remove References to TROY University by former partner
- Implementation of Appropriate Teach-Out Agreements
- SACS notification
- Teach-Out Completed
A MEMORANDUM OF AGREEMENT BETWEEN TROY UNIVERSITY AND HANOI UNIVERSITY OF TECHNOLOGY

Both parties discussed the relevant matters with common interest and reached agreement on the following collaboration items based on equality, mutual respect and mutual benefit.

Conditions of agreement
This Memorandum represents the agreement between the parties with respect to its subject matter and supersedes any prior and/or contemporaneous discussions, representations, or agreements, whether written or oral, of the parties regarding this subject matter. Any other activities that are undertaken will be incorporated as “Appendices”. Purported amendments or changes shall be of no force or effect unless they are in writing and signed by duly authorized representatives of the parties. Both parties acknowledge having read the terms and conditions set forth in this Memorandum of Agreement, understand all terms and conditions, and agree to be bound thereby.

This agreement is made and entered into on the 6 day of August, 2009 by and between Troy University (henceforth TROY), Adams Administration Building, Troy, Alabama 36082, a state university in the State of Alabama, United States of America, and Hanoi University of Technology (henceforth HUT), a public university in Hanoi, Vietnam located at__________.

Definition of relationship between Troy University and partner institution
In accordance with the Troy University mission to provide educational opportunities for a diverse student body in traditional and emerging electronic format, TROY enters this Memorandum of Agreement with HUT. TROY will offer the Bachelor of Science in Business Administration (BSBA) and the Bachelor of Science in Computer Science (BSCS), at the HUT campus in HANOI, VIETNAM after authorization by the appropriate academic committees at TROY and HUT. Academic credit awarded in association with this agreement will be made by TROY and earned through completion of course work provided by TROY-certified faculty and by transfer of approved courses identified in the attached transfer matrix (Appendix A). TROY will maintain oversight of advertising and recruitment, admissions, appointment of faculty, content and rigor of course/programs, evaluation of student work, outcomes assessment, academic advising, and student support services. TROY will ensure the quality of educational programs and courses offered through the consortia relationship, ensure ongoing compliance with the SACS-COC Principles of Accreditation, and evaluate the consortia relationship against the purpose of the institution. HUT will provide teaching facilities, office space, and limited administrative support.
Purpose statement
The purpose of this agreement is to provide educational opportunities in Vietnam. Offering programs internationally is part of TROY’s mission statement (http://www.troy.edu/mission.htm).

Period of the Agreement
This agreement is for a period of four years commencing on ____, 2009 and ending on the _____, 2013, and subject to each party’s fulfillment of fiscal and academic responsibilities. The agreement will be reviewed annually. Conditions for renewal, renegotiation or cancellation of the agreement are presented below.

Conditions for renewal, renegotiation or cancellation of the Agreement
1. The TROY BSBA and BSCS degree programs on the HUT campus will be offered under the condition of periodic review (at least once a year) by the appropriate faculty, dean, and Consortia Review Committee and only after the date the Chancellor of Troy University approves this agreement. However, no advertising of the program or its courses may occur until full approval by the accrediting agency, the college, and the University is granted in the USA and by the appropriate accreditation and/or governmental agencies of Viet Nam. After the aforementioned approval is obtained, classes will commence only when student enrollments are sufficient for program financial viability. Violation of these conditions renders this Agreement null and void.

2. HUT or TROY may terminate this Agreement, with immediate effect, if the other party participates in, or is a party to illegal activities.

3. If either party breaks the terms and conditions included in this Agreement, this Memorandum of Agreement may be terminated with 30 days notice. All financial obligations resulting from the actions of the party breaking the terms and conditions will be immediately due and payable.

4. No less than once a year the partners will meet to discuss the operation of each degree of this agreement and to decide if the degree is meeting its objectives, is sustainable, and remains within the mission of each partner’s institution. Based on this discussion and analyses, a decision to either continue the Agreement, in whole or in part, or develop an exit strategy will be made.

5. The parties may terminate this Agreement by mutual consent. Activities already in process may be completed. Either party shall be reimbursed costs incurred in concluding the work in
progress. All funds due either party for the balance of any and all contractual relationships will be immediately due and payable within 30 days upon termination. All costs associated with the termination shall be allowable including all costs or non-cancelable commitments incurred prior to the receipt of the notice of termination, all legal costs, and other costs.

6. In the event of termination both parties agree to carry out commitments to ensure the students enrolled in the programs have the opportunity to finish and complete the BS degree program within three years. In order to fulfill this obligation a teach-out plan will be formulated for each student, outlining the opportunities that they have to finish their degree either by transfer to or through Troy’s eCampus.

**Responsibilities of Troy University**

**Governance**

1. TROY will establish a TROY teaching site at HUT for the purpose of delivering the courses necessary to complete all requirements for the BSBA and BSCS by TROY-certified faculty.

2. TROY assumes full responsibility in assuring the integrity of the academic program and administrative practices. TROY ensures oversight of the academic and administrative elements of the Agreement and is responsible for assuring adherence to the SACS-COC Principles of Accreditation.

3. Troy University Vice Chancellor of Global Campus will determine the number of support positions required at HUT to perform clerical duties on behalf of TROY. TROY will employ a resident full-time TROY coordinator in Hanoi, Viet Nam when 200 or more students are enrolled in TROY programs.

4. TROY retains full and complete authority on the admission requirements of all students into the TROY degree program. Applicants to the TROY degree programs offered on the HUT campus must meet the admission requirements of international students admitted on a U.S. campus in effect at the time of application.

5. Students must meet all TROY and HUT admission requirements, regulations and procedures in effect at the time of enrollment with TROY.

6. All students must meet the English proficiency requirements as posted in the Troy Undergraduate Catalog.

7. Each TROY program student applicant will pay a one-time application fee to TROY. The fee charged may be adjusted on an annual basis by TROY.
8. TROY shall notify HUT, in writing, by the end of a three-week period from the date of the submission of a student’s complete application packet, whether the student’s application has been accepted or rejected.

9. All students enrolled in the TROY BSBA and BSCS degree programs at the HUT campus must enroll in at least one TROY course each term after being unconditionally admitted to TROY.

10. TROY and HUT will establish reasonable tuition rates and fees considering services rendered, equipment furnished, and operating costs. Tuition and fees will be set by mutual agreement between both parties and will be mutually reviewed on an annual basis.

11. The process of the collection and refunding of tuition and fees shall be clearly defined and follow established and ethical standards in accordance with the financial policies Troy University.

12. TROY and HUT will not levy any additional tuition fees to students beyond the fees mutually agreed to for tuition, books, applications, transcripts or commencement.

13. TROY will assume responsibility for paying the cost of license or test fees for any mandatory student examinations. TROY will not pay fees for any examination required for admission.

14. Transfer credit will only be accepted at TROY when students have met TROY unconditional admission standards.

15. Students who transfer to U.S. TROY campuses will be required to pay the tuition and fees established at the respective campus. If HUT executes an agreement with the International Office of Troy University for student referrals, HUT shall receive a percentage of this tuition. The conditions of that separate agreement will apply and remain separate from this agreement.

16. Official records of the academic credit awarded by TROY will be maintained at the Troy, Alabama campus and will follow established TROY policies for reporting credit, identifying course, term, and institution where the credit was earned. All records will be maintained at the Troy, Alabama campus, in a safe environment. Confidentiality of students’ records will be maintained.

17. TROY guarantees that upon successful completion of a TROY program and satisfying all TROY graduation requirements and financial obligations, students will be conferred the appropriate degree and awarded a TROY diploma. TROY diplomas awarded to students graduating from a TROY program at HUT will be identical in every aspect to the diplomas awarded by TROY at other locations.
18. TROY is responsible for all taxes, fees and licenses in the United States associated with this agreement. HUT will not be held responsible for late or non-payment of these licenses, fees, and taxes by TROY.

Faculty

1. TROY full-time and part-time faculty teaching in TROY programs at HUT must be certified and meet the same accreditation standards as faculty teaching at domestic locations. Faculty must have demonstrated their English language proficiency to TROY personnel during the interview process.
2. TROY-certified faculty will teach all TROY courses offered at HUT.
3. TROY faculty will be available for student advisement.
4. TROY faculty will evaluate and grade all student assignments and exams administered as part of a TROY course requirement. They shall have ultimate authority on the final course grade assigned to each student for all TROY courses.
5. TROY faculty will follow standard procedures established by TROY, the College of Arts and Science, and the Sorrell College of Business for assessing program and student learning outcomes.
6. TROY faculty teaching at HUT will prepare an after-action report upon completing their teaching assignment. The after-action faculty reports will be submitted to the respective Department Chair within two weeks following the completion of each teaching term.
7. An annual teaching schedule of TROY courses and faculty assignments will be prepared one academic year in advance.
8. TROY shall be responsible for the salaries of TROY faculty teaching in the TROY programs.
9. TROY shall be responsible for expenses associated with TROY faculty and administrators traveling to and from HUT (eg. transportation, lodging, meals and other approved items).

Program administration responsibilities for Troy University

1. Academic programs may be modified or changed [annually] only with the approval of the Provost at TROY. Academic modifications will be approved through published academic practices and will apply only to the incoming group/cohort of students unless specifically required by SACS or other U.S. accreditation agencies.
2. Students must meet the curricular and academic requirements of TROY programs as stated in the *Troy University Undergraduate Catalog* in effect at the time of enrollment in their first TROY course.

3. TROY faculty and administrators will conduct a quality assurance audit (Appendix B) on site for each degree program at any time but at least once a year. Academically qualified full-time TROY faculty will monitor the general academic quality and support aspects of the TROY programs.

4. Student and program outcomes will be assessed by the appropriate academic division at TROY and will include plans for further improvements.

5. Each year TROY will compile and evaluate student achievement, graduation rates and employment status of graduates in the TROY programs at HUT. A yearly report will be forwarded to the appropriate officials at each institution.

6. All TROY courses will be evaluated using the standard TROY evaluation instruments and the results will be used for faculty development, course review and program development.

7. HUT courses allowable for transfer to TROY have been determined by TROY AOP (Appendix C) by the appropriate college or departments TROY. A transfer matrix is attached to this Agreement (Appendix A). The transfer matrix will be reviewed annually and adjustments will be made in accordance with changes in TROY’s academic programs.

8. Where HUT cannot provide equivalent transfer courses, TROY courses will be taken, to meet TROY graduation requirements.

**Student support services and recruitment**

1. Any advertisement/promotional materials that carries Troy University’s name, seal, and/or logo must be approved by Troy University before publication or distribution.

2. Only the following two statements from the SACS Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines and the official accreditation statement awarded by SACS-COC may be used related to SACS-COC accreditation of TROY degree program:

   “*Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor’s degree, master’s degree and the education specialist degree. Hanoi University of Technology is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include Hanoi University of Technology or its students. Although Troy University accepts certain Hanoi University of Technology course work in transfer, other colleges and universities may not accept this work as transfer, even if it appears on a transcript from Troy University. ”*
“Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor's, master's and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions regarding the accreditation status of the institution or if there is evidence that appears to support Troy University's significant non-compliance with a requirement or standard.”

3. TROY will allow the use of the name “Troy University” with the name HUT Campus underneath the TROY name to designate the site. The HUT site will be named as Troy University HUT Campus.

4. Troy Global Campus personnel will train and supervise HUT personnel selected as representatives of TROY. HUT- TROY recruiting representatives will abide within the laws and regulations of the regions/countries in which they operate. Recruiting representatives must comply with the SACS-COC Principles of Accreditation and TROY policies and procedures.

5. TROY may provide marketing materials (e.g., TROY flags, posters, bulletins, and supplies for the education fairs).

6. All students upon admission to TROY will receive a TROY ID and a TROY email address.

7. Students will have full access to TROY’s online library and online student support services when enrolled in at least one TROY course.

8. Students will have access to TROY faculty for academic advisement.

9. Students will be required to have access to instructional materials listed in the approved syllabus to include tests and instructional materials and must comply with U.S. copyright and patent laws. TROY will send one copy of the text book for each course to be placed in HUT’s library.

10. The student will be required to discuss with a TROY faculty academic adviser information concerning the course of study, degree requirements, financial obligations, and university policies and procedures. Each student will be provided the link to the Troy University Undergraduate Catalog (http://www.troy.edu).

11. Students will be provided a link to Oracle, the Troy University Student Handbook, (www.troy.edu/studentservices/oracle/) that outlines Troy University policies and procedures related to student rights and obligations.

12. TROY and HUT will work together to ensure a healthy, safe and secure campus environment.

Responsibilities of Hanoi Technical University

Governance
1. HUT acknowledges the authority of the TROY Vice Chancellor of Global Campus in ensuring academic, administrative compliance, and fiduciary authority for TROY programs at HUT.

2. HUT will provide documentation of recognition of the TROY programs by the appropriate Government agencies in Hanoi Vietnam. TROY will provide all necessary documents and the guidance required to obtain accreditation. HUT shall provide documentation to verify that HUT is a government approved educational institution based in Hanoi, Vietnam.

3. HUT agrees to follow all academic and administrative rules, regulations and procedures of TROY and the TROY degree programs.

4. HUT is responsible for the salaries of HUT personnel acting in behalf of TROY.

5. HUT is responsible for providing and maintaining adequate and sufficient classroom and administrative office space, furniture, equipment, technology and supplies to effectively operate the TROY programs under the terms of this agreement. The amount of space required and locations will be decided by mutual agreement.

6. HUT will assist with temporary office space, secretarial assistance, and ground transportation for TROY faculty and other visiting personnel from TROY for official business related to the degree programs.

7. See budget for financial details.

8. HUT is responsible for collecting and electronically submitting admission application packets to the Troy Global Campus admissions office.

9. HUT shall collect all student tuition and fees.

10. HUT ensures that all funds are accounted for and all amounts payable to TROY will be wired to a designated account at TROY within thirty (30) days after the student completes registration.

11. HUT is responsible for administrative costs associated with advertising and operating the TROY Programs at the HUT campus.

12. HUT is responsible for the costs associated with the graduation ceremony and graduation reception held for graduates of the TROY programs at HUT. TROY will pay for the graduation diploma covers, and travel expenses of TROY officials attending the graduation ceremony.

13. HUT agrees to provide timely access to the HUT facilities when such access is requested by TROY or its accrediting agencies for the purposes of reviewing accreditation related issues.
14. HUT is responsible for licenses, fees, and taxes in Hanoi, Vietnam associated with this agreement. TROY will not be held responsible for late or non-payment of these licenses, fees, and taxes by HUT.

15. HUT shall provide documentation to verify that HUT is a government approved educational institution based in Hanoi, Vietnam. HUT is responsible for supplying required documentation to TROY in order to obtain foreign credit evaluation for transfer credit approval in the US courses.

Insurance and Indemnification

1. HUT hereby waives and agrees to indemnify, defend, and hold harmless TROY, its trustees, directors, employees, agents, and other associates from any claim arising out of or connected with this Agreement or the activities related to this agreement, except to the extent that such claim is due to the negligence of TROY or TROY’s failure to comply with the terms of this Agreement. TROY shall promptly notify HUT of any such claim and shall cooperate with HUT in the defense of the claim.

2. TROY likewise hereby waives and agrees to defend and hold harmless HUT, its trustees, directors, employees, agents, and associates from any claim arising out of or connected with this Agreement or the activities undertaken under this Agreement, except to the extent that such claim is due to the negligence of HUT or HUT’S failure to comply with the terms of this Agreement and/or activities undertaken. HUT shall promptly notify TROY of any such claims and shall cooperate with TROY in the defense of such claim.

3. No failure or omission by either party to carry out or observe any of the stipulations, conditions or obligations to be performed hereunder shall give rise to any claim against the party deemed to be in breach of this Agreement if such failure or omission arises from any cause reasonably beyond the control of that party. The term “Force Majeure” shall refer to: (i) acts of God or nature such as earthquakes, typhoons, and floods; (ii) acts of government; and (iii) unusual events such as declared war, strikes, and other.

4. The legal jurisdiction under which the provisions of this Agreement will be interpreted will be that of Troy University, Troy, Alabama, USA.

5. This Agreement is made and entered into under the laws of the State of Alabama, USA and Vietnam. In the event of any dispute, controversy or difference arising under or in connection with this Agreement, the parties hereby agree to submit and finally resolve such dispute through arbitration procedure in a location mutually agreed to by each party. If any provision of this Agreement be adjudicated invalid or against public policy for any reason by
a Court of competent jurisdiction it is specifically intended that each and every provision not so invalidated shall remain in full force and effect. In the event it is necessary for TROY to initiate action to enforce this agreement, HUT agrees to pay attorney fees, court costs, and any other expenses in addition to the compensation specified herein. Likewise, in the event it is necessary for HUT to initiate action to enforce this agreement, TROY agrees to pay attorney fees, court costs, and any other expenses in addition to the compensation specified herein.

6. In the event a court of competent jurisdiction holds any provision of this Agreement to be invalid, such holding shall have no effect on the remaining provisions of this Agreement, and they shall continue in full force and effect.

7. Neither party shall assign this Agreement to another without the prior written consent of the other party.

8. HUT agrees not to offer the same degree programs, as those offered under contract with TROY, in cooperation with any other American university or college on the same campus or location as TROY.

9. This Agreement is written in English and in the primary language of Vietnam.

10. The paragraph headings in this Agreement are for convenience and shall not affect its construction or interpretation.

11. This Agreement shall be binding upon the parties hereto; their successors and assigns, and the parties hereto do covenant and agree that they themselves and their assigns will execute any and all instruments, releases, assignments and consents that may be required of them in accordance with the provisions of this Agreement.

12. Any notice required or permitted hereunder, when reasonably calculated to give actual notice, may be made:
   - by any form of mail addressed to the party to be given notice at their known address and requiring a signed receipt; or
   - by personal delivery in the manner prescribed for service of legal process within the State of Alabama.
For purposes of this agreement, notice shall be given to Troy University at the following two addresses simultaneously:

Dr. Jack Hawkins, Jr.
Chancellor
Troy University
Adams Administration Building
Troy, Alabama 36082
USA

Dr. Earl Ingram
Vice Chancellor of Global Campus
Troy University
Adams Administration Building
Troy, Alabama 36082
USA

For purposes of this agreement, notice shall be given to HUT at the following address:

The signatures to this agreement attest that they are the legal representatives of their institutions and have the authority to enter into this agreement on behalf of their institution.

Signatures:

__________________________________                         ________________________________
Dr. Jack Hawkins, Jr.            HUT
Chancellor
Troy University
Adams Administration Building
Troy, Alabama 36082
United States of America
### HANOI UNIVERSITY OF TECHNOLOGY COURSE CONVERSION CHART

Beginning in Fall 2004, the partner institution (HUT) redesigned their course structure so that all of the HUT courses in the HUT - TROY academic program would include the proper requirements. This redesign resulted in course titles and numbers closely resembling the original TROY program course. The new courses were able to better facilitate the transfer of HUT courses into the Troy University program.

<table>
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<tr>
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<th>TROY Course Title</th>
<th>HUT CRN</th>
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<td>Money and Banking</td>
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<td>Managerial Economics</td>
<td>ECO 357</td>
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<td>FIN 3334</td>
<td>Financial Statement Analysis</td>
<td>FIN 334</td>
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<td>Organizational Development</td>
<td>MGT 471</td>
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<td>MKT 4467</td>
<td>Sales Management</td>
<td>MKT 467</td>
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Approvals:

Dean/College of Arts and Sciences: _____________________________

Dean/Sorrell College of Business: _____________________________

Associate Provost and Dean of Undergraduate Studies: _____________________________
3.4.4 Supporting Documentation

3. Consortia Relationship Review Committee minutes– Evidence of application of AOP 07-21-09-01 Recognition of Degrees and Academic Credits from Foreign Post-Secondary Educational Institutions
Minutes
Consortia Relationship Review Committee
August 6, 2009, 1:30 p.m.
Executive Conference Room

Present: Dr. Scott Bailey (via phone), Dr. Dianne Barron, Ms. Emily Brewer, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Curt Porter, Dr. Bill Richardson, Dr. Jim Rinehart, Dr. Edith Smith, Dr. Lance Tatum, and Dr. Mike Whitlock

Absent: Dr. Damon Andrew (with notice), Dr. Henry Stewart (with notice), and Dr. Lee Varadman

Handouts: Revised corrective action plan from QAAT, Revised HUT MOA and evidence of course or program transfer credits

I. Call to order
Dr. John Dew called to order the regular meeting of the Consortia Relationship Review Committee (CRRC) at 1:30 p.m. on August 6, 2009, in the Executive Conference Room.

II. Approval of minutes from last meeting
The minutes from the last meeting on July 22, 2009, were approved.

III. Discussion items
a) Corrective Action Plan for Malaysia and Vietnam – The committee was asked to review the corrective action plan from the Quality Assurance Audit Team (QAAT) visits. Dr. Ingram noted that the corrective action plan indicates a process that is in place to deal with issues that were identified in the syllabuses that relate to objectives, student learning outcomes, and textbooks. The process would create a base from which the correct information would be derived and there would be a preview and review process to ensure and improve communication of the master syllabuses, as well as, communicating the expectations of the discipline chairs for each course to the faculty members overseas. Therefore, there needs to be a group of faculty overseas to communicate directly to the chair of an academic discipline committee.

Dr. Ingram suggested that we have an Associate Director of Academics for the International Region that would facilitate communication related to institutional effectiveness and academic issues, policy and practice, as well as, administer the Measurement of Academic Proficiency and Progress (MAPP). This individual would report directly to the Director of the International Region.

Dr. Bailey agreed that the corrective action plan addressed the issues related to the Sorrell College of Business. He suggested that another paragraph be added to address the issues related the College of Arts and Sciences.
The committee provided the following recommendations for modifications:

a. Create a new second paragraph that states the establishment of an academic coordinator in the International Region.

b. Break the first item into four separate action steps.

c. Replace "Global Campus chair" in the second paragraph to "appropriate discipline chair."

d. Rephrase the terms “will be addressed immediately,” “will be addressed soon,” and “has been addressed.”

Dr. Rinehart will develop a second draft, and Drs. Rinehart, Bailey and Ingram will work together on the language. The revised corrective plan will be sent back to the committee by August 11, 2009, for a final review. Dr. Dew asked the committee to respond electronically.

b) Revised Hanoi University of Technology (HUT) MOA – The committee reviewed the revised MOA for HUT. Dr. Whitlock incorporated the recommendations from the last CRRC meeting. The committee agreed that a narrative paragraph be added to the top of the conversion course chart (Attachment A) to clarify that the courses were designed by HUT for their students to transfer to TROY based upon existing courses offered at TROY. Dr. Dew suggested we include in the statement that HUT traditionally did not have courses like TROY’s.

Dr. Porter noted that most international universities are trying to create a first-two-year program that is designed as an American degree transfer program.

Dr. Dew asked if we had a report from the faculty member who examined programs at Sharja. Dr. Whitlock stated that the report was not performed to the same extent as the audits that were done in Malaysia and Vietnam and, while useful, will not be considered as a quality assurance audit.

c) Course or program transfer credits – Two examples of a course or program transfer credits were distributed for the committee’s approval. The first example was Appendix D, which deals with a student transferring in from one of TROY’s partner institutions, and the second example was Appendix C, which deals with a student transferring in from a non-partner institution. Dr. Dew noted that the two examples would be given to SACS as evidence of how we review transfer credits coming in from international institutions.

Dr. Ingram indicated a third situation that does not involve transfer credit. This is when someone comes in with a complete undergraduate degree and now is being admitted to a graduate program. This type of situation does not fit in with the current Appendices C and D, which both involve transfer credit. Dr. Porter showed the committee a form that is currently being used during admissions for all students that shows their schools, majors, advisor, what
degrees they have, where they came from, and whether they have English proficiency.

The committee deliberated and decided to include Dr. Porter's form as Appendix E of the AOP for students that are admitted that already have a degree. The group agreed to take it back to the Academic Steering Committee for approval on August 18, 2009. This would include a minor revision to the AOP, in addition to a reference in Appendix B on how to use Appendix E. Dr. Dew stated that the change would not be included in the current documentation to SACS. Dr. Ingram asked Dr. Porter to ensure that the form fits all circumstances.

IV. **Next Meeting in September**
   a) Review the proposed MOA for Cambodia.

V. **Adjournment**
   Dr. John Dew adjourned the meeting at approximately 3:00 p.m.
Appendix C

International Credit Evaluation Form

(Not used for Troy Foreign Partner Institutions)

MEMORANDUM

DATE: 29 July 2009

TO: Dr. Haskell W Fulmer, Associate Provost

FROM: Ludmila Belaia, Director of International Admissions

RE: [Student Name, ID#]

Petition of Transfer of Credit from Tribhuvan University (Foreign University)

The International Admissions Office has verified the authenticity of the student’s documents from the University named above.

Using commonly accepted best practices and Troy University established protocols (AOP for Recognition of Degrees and Academic Credits from Foreign Post Secondary Universities), it has been determined that degrees and credits from this foreign university are at the 3-year baccalaureate (e.g. 3-year baccalaureate, 4-year baccalaureate, Master’s, etc.) level or equivalent to U.S. universities.

Attachments:

[For Staff Use: Please complete the attached Petition for Transfer Credits and determine, if possible, the Troy University course / credit equivalent and submit to the appropriate registrar].
Course No. : MGT 311  
Nature of the Course : Concentration Area (Accounting)  
Full Marks: 100  
Pass Marks: 35

Course Objectives  
The objectives of the course is to provide the students with in depth knowledge of accounting required to handle accounting works in the various business situations independently.  

The course further aims at providing knowledge required by the students for advanced studies in accounting subjects.

Contents  
Accounting for valuation of goodwill and shares LH 9  
- Goodwill: Concept and need for valuation, Factor affecting the value of goodwill  
- Methods of evaluating goodwill: Average profit method, super profit method, capitalization method, annuity method and accounting treatment  
- Valuation of share: Concept and need, factors affecting the value of shares  
- Methods of valuation of shares: Net assets method, yield method, earning capacity method.

Accounting for Partnership LH 4  
- General concept of partnership business, partnership agreement, Status of partners in the absence of partnership deed.  
- Accounting of partnership firm: Partner's capital a/c, fixed and fluctuating capital,  
- Accounting treatment for partner's salary, interest on capital and drawing and commission to partners, Partner's loan account,  
- Profit and loss appropriation account.

Admission of New Partner LH 7  
- Concept and calculation of new profit sharing ratio and guarantee of profit, Revaluation of assets and liabilities  
- Different methods of treatment of goodwill on admission of a new partners. Goodwill brought in by the new partners and retained in the business; goodwill

Settlement of accounts when all partners are insolvent, Piecemeal distribution

Amalgamation of a Firm and Conversion into a Limited Company LH 8  
- Absorption of a partnership firm by another partnership firm: determination of purchase price, closing of books of account of vendor firm; opening entries in the purchasing firm and opening balance sheet.  
- Sale of business to a limited company and accounting treatment in vendor firm, Apportionment of shares among the partners on the basis of final claim.

Accounting for failure of a company LH 10  
- Business failure: Concept and reason for failure, procedure of winding up with reference to Company Act 2053.  
- Liquidator's statement of account: amount realized from assets, from called up capital and from calls in arrears, payment or distribution of surplus: secured creditors, preferential creditors, unsecured creditors, debentures, shareholders-calls in advance, preference share, determination of parity in case of unequal calls, partly secured creditors.

Accounting for Consignment of goods LH 12  
- Concept of difference between consignment and sales,  
- Account and proforma invoice  
- Accounting for consignment transaction in the books of consignor and consignee.  
- Valuation of consignment stock considering expense borne by consignor only, borne by consignor and consignee.  
- Treatment of abnormal loss and normal loss.  
- Concept and treatment of interest in consignment transaction.

Accounting for Joint Ventures LH 8  
- Concept and characteristics, difference between joint venture and consignment, difference between joint venture and partnership, accounting records maintained by one co-ventures only each co-ventures, opening separate books of accounting for joint ventures (joint bank system)

Accounting for branch and department activity LH 16  
- Concept of branches and Department  
- Types of Branch: Dependent and independent branches
Liquidity and reserve management strategies and policies
- The demand for and supply of bank liquidity
- Why banks face significant liquidity problems
- Strategies for liquidity managers
- Estimating a bank's liquidity needs
- Factors in choosing among the different sources of reserves

Managing deposit services and non-deposit investment products
- Types of deposits offered by banks
- Interest rates offered on different types of deposits
- Composition of bank deposits
- Basic lending
- Non-deposit investment products in banking

Bank lending: policies and procedures
- Types of loans made by banks
- Regulation of lending
- Steps in the lending process
- Credit analysis
- Sources of information about loan customers
- Parts of a typical loan agreement
- Loan review
- Handling problem loan situations

Insurance
Introduction to risk
- Risk in our society
- Meaning of risk
- Chance of loss
- Peril and hazard
- Basic categories of risk
- Types of pure risk
- Burden of risk on society
- Methods of handling risks

Insurance and risk
- Definition of insurance
- Basic characteristics of insurance
- Requirements of an insurable risk
- Applications: The risks of fire and unemployment
Course objectives:
The objective of this course is to develop skills in systematic analysis of the economic aspects of business decisions and to equip the students with some relevant analytical methods and concepts.

Contents:

Introduction
- Micro and macro economics concepts
- Types of micro and macro economics
- Interdependence of micro and macro economics
- Uses of micro and macro economics

Demand Analysis
- Demand function
- Determinants of demand
- Elasticity of demand: concept
- Measurement of different types of elasticity (price, income, cross elasticity)
- Uses of different types of elasticity

Utility Analysis
- Cardinal and ordinal utility analysis
- Indifference curve
- Properties
- Marginal rate of substitution
- Consumers' equilibrium
- Price effect
- Income effect
- Substitution effect
- Criticism of indifference curve

Cost, Revenue and Supply Curves

Cost Curves:
- Concept of cost: (Money cost, real cost, explicit cost, implicit cost, opportunity cost, accounting cost and economic cost)

Revenue curves:
- Concept of total revenue, average revenue and marginal revenue, relations between average and marginal revenue curves and revenue curves under different market situations

Supply curves:
- Concept of supply
- Short run supply curve and its derivation
- Long run supply curve and its derivation
- Elasticity of supply: concept and measurement

Theory of Production
- Production function
- Iso-quants: Concepts, Properties
- Law of variable proportions: Concept, causes and significance
- Laws of return to scale
- Least cost combination of factors

Product Pricing
- Perfect competition:
  - Pricing under perfect competition
    (equilibrium in the short period and long period)
- Monopoly:
  - Pricing under monopoly (short period and long period)
  - Discriminating monopoly
- Meaning, conditions and price-output determination
- Monopolistic competition:
  - Pricing under monopolistic competition (short period and long period)

Factor Pricing
- Rent: Modern theory of rent
- Wages: Marginal productivity theory
- Interest:
  - Loanable fund theory
  - Liquidity preference theory
- Derivations of short run cost curves
- Derivations of long run cost curves
- Relationship between average and marginal cost curves
- Shape of average cost curves: Theoretical and empirical evidence
PRINCIPLES OF MANAGEMENT

Course No.: MGT 213  
Nature of the Course: Core (Management)  
Full Marks: 100  
Pass Marks: 35

Course Objectives
The basic objective of this course is to give a comprehensive knowledge to students about organization and help them understand the major functions, principles, and techniques of management. The course deals with basic managerial functions like planning, organizing, leading, and controlling with special orientation to modern management practices which are essential to manage business successfully and other organizations.

Contents
1. The Nature of Organization  

2. Introduction to Management  
   Definition, characteristics, and principles of management. Process and functions of management. Managerial hierarchy. Type of managers. Managerial skills and roles. Emerging challenges for management.

3. Evolution of Management Thought  

4. Environmental Context of Management  

11. Control and Quality Management  
   Concept, process and types of control system. Characteristics of effective control system. Problems with control system. Managing information effective control - management information system (MIS) and decision support system (DSS). Budgets and financial control. Quality control system - concept of quality. Total Quality Management (TQM) - concept and too factors affecting quality. Deming management principles and technique.

12. Global Context of Management  


Basic Books:
2. John M. Ivancevich, James H. Donnelly, and James L. Gibson, Management: Principles and Functions. AITBS Publishers and Distributors, Delhi, 2001

References:
Course Objectives
The objectives of the course are to provide the students about knowledge of
general principles and practices of tax laws in Nepal and develop in them basic
skills required to work as tax officers or tax consultants in the private sector.

Contents
Conceptual Foundation
- Meaning and objectives of tax
- Classification of taxes
- Canons of taxation

Taxation of Income in Nepal
- Historical background of evolution of income tax in Nepal
- Features of Income Tax Act 2058
- Income tax act and its relation with other laws:
  - Constitution
  - Finance Act
  - Income Tax Rules
  - Provisional Tax Realization Act
  - Legal precedents established by court

Definition of Basic Terms
Income:
- Concepts, recurring and non-recurring, receipt and accrual, cash and in
  kinds, gross and net income
- Income year and assessment year
- Other basic terms used in Income Tax Act.

Tax Accounting and Timing
- Cash basis accounting
- Accrual basis accounting
- Bad debts and its recovery
- Long term contract

Special Provision
- Natural Person
- Entities
- Retirement saving

Qualification, Allocation and Characterisation of Amounts
- Qualification
- Allocation
- Characterisation

Classification and Status of an Assesse (Tax payer)
- Natural personal and entity
- Resident and non-resident
- Single and Couple

Exemptions and Concessions
- Tax-exempt organizations
- Exempted amounts to individual and couple
- Exemptions and concessions for business
- Other exemptions: including final deduction at source

Expenses Expressly Disallowed for Deduction
- Personal and domestic expenses
- Income tax paid under this Act, fines and penalties
- Expenses made for acquiring tax free income
- Cash payment in excess of Rs. 50,000 at a time
- Distribution of profits by an entity
- Expenses not relating to earning of income
- Capital expenditure and capital loss
- Other expenditures not allowed

Reductions allowed while Computing Taxable Income
- Contribution to recognised refinement fund.
- Contribution made to philanthropic works (Donation).

Capital and Revenue
- Capital and revenue income
- Capital and revenue expenditure
- Capital and revenue loss
Course No: MGT 321
Nature of the Course: Concentration (Finance)

Course Objectives
The objective of the course is to enable the students to understand concepts, principles, and techniques of corporate finance and their application in real life situations. It specifically aims at imparting the students with necessary basic knowledge and skills required for making corporate finance decisions.

Contents

Introduction
- Corporate finance and financial manager
- Overview of goals and functions of financial management
- Development of financial management
- Financial management and related disciplines
- The agency problem

The Financial Environment: Markets, Institutions and interest rates
- The financial markets
- Financial institutions
- The stock market
- The cost of money
- Interest rate levels
- Determinants of market interest rates
- The term structure of interest rates
- Shape of yield curve
- Using the yield curve to estimate future interest rates
- Factors influencing interest rates

Financial Planning and Forecasting
- Strategic plans
- Operating plans
- The financial plan
- Sales forecasts
- Financial statement forecasting:
- Percent of sales method
- Other techniques of forecasting financial statements

Capital Structure and Leverage
- Business risk and financial risk
- Breakeven analysis
- Determining breakeven point
- Breakeven chart
- Limitations of breakeven analysis
- Operating leverage
- Degree of operating leverage
- Financial leverage
- Degree of financial leverage
- Combining operating and financial leverage
- Impact of financial leverage
- Factors affecting capital structure decisions
- Business practices

Strategic Financing Decisions
- Common stock financing and the investment banking process
- Balance sheet accounts and definitions
- Features of common stock
- Legal rights and privileges of common stock holders
- Advantages and disadvantages
- The market for common stock
- The investment banking process
- Long-term debt:
- Debt instruments
- Specific debt contract features
- Bond innovations
- Advantages and disadvantages
- Preferred stock:
- Nature of preferred stock
- Features of preferred stock
- Advantages and disadvantages

Dividend Policy
- Overview of dividends
- Share repurchases
- Stock dividends
- Stock split
- Business practices
ACCOUNTING FOR FINANCIAL ANALYSIS AND PLANNING

Course No. MGT 211
Nature of the Course: Core (Account)
Full Marks: 100
Pass Marks: 35

Course objectives
The objectives of the course is to provide the students with the knowledge required to analyze financial statements for decision making including long term and short term investment decisions. The course further attempts to provide sound knowledge required for higher studies in capital planning, analysis of financial statements and investment decisions.

Contents
Company Formation and Financial Statement of the company.
Accounting for company Formation LH 12
- Company: Concept and features, capital of a company and its types,
- Raising of capital: Issue of shares-preference and ordinary- at par, at premium and at discount, over and under subscription of shares, over subscription and pro-rata allocation, calls in arrears and calls in advance, forfeiture of shares and reissue of forfeited shares, transfer of balance on reissued forfeited shares to capital reserve account, alteration in value of shares and shares capital, issue of bonus share, redemption of preference shares,
- Issue of Debenture: issue of debentures at par, at premium and at discount, redemption of debentures at par, at premium, and at discount, conversion of debentures into shares at par, discounted and premium value, amortization of debenture discount,
- Opening balance sheet.

Accounting for capital structure LH 5
- Leverage: Meaning and concept and measures, Effect of leverage on the shareholder return, analysis of alternative financial plan EBIT-EPS analysis

Company in growth including financial statement LH 45
- Acquisition of business and acquisition of controlling interest in the nature of purchase,
- Concept of amalgamation,
- Amalgamation in nature of merger, reconstruction,

Depreciation and its effect on financial statement of a company LH 18
- Depreciation: Concept and need
- Accounting for different methods of depreciation
  - Original cost method,
  - Written down value method
  - Depreciation fund method
  - Sum of year digit method
  - Annuality method,
  - Insurance policy method
  - Machine hour rate method
  - Revaluation method,
  - Double declining balance
- Changes of depreciation methods from original cost method to written down value method and written down value method to original cost method,

Price level changes LH 20
- Concept of price level changes, inflation and deflation, impact of inflation,
- Limitation of Historical Cost financial statements
- Current Purchasing Power (CPP) Method: Meaning, features, calculation of gain or loss on holding monetary items, and
- Preparation of adjusted financial statement, i.e., adjusted income statement and adjusted balance sheet under CPP method, determination of profit through balance sheet and income statement, advantages and disadvantages

Accounting for working capital LH 5
- Concept, need and importance of working capital, determination of working capital requirement considering the duration for which the raw materials, work-in-progress, finished goods, account receivable, account payable and amount of outstanding and prepaid expenses, cash balance and contingency.

Long term planning – capital budgeting LH 15
- Accounting for cost of capital - concept of cost for equity, debt, preferred stock and overall cost of capital,
Course No.: MGT 215
Nature of the Course: Core (Finance)
Full Marks: 100
Pass Marks: 35

Course Objectives
The objective of the course is to provide students with an understanding of the fundamental concepts, principles, and techniques of financial management and their application in real-life business situations. It specifically aims at imparting the students with necessary basic knowledge and skills required for making financial management decisions.

Contents

Introduction
- Importance of financial management
- Finance in the organizational structure of the firm
- Nature and functions of financial management
- The financial manager's responsibilities
- Goals of financial management
- Relationship with other functional areas

Financial statements and cash flows
- Understanding financial statements
- Role of financial statements
- The Balance Sheet
- The Income Statement
- The Statement of Cash Flows
- Sources and Uses of Funds Statement

Financial Analysis
- Common size statements
- Financial ratio analysis
- Uses of financial ratios
- Types of Ratios
- Liquidity ratios
- Asset management or efficiency ratios
- Debt management or leverage ratios
- Profitability ratios

- Intrinsic value of the stock – super normal growth
- Expected rate of return on a constant growth stock
- Preferred stock: Features and valuation

Cost of capital
- Cost of capital components
- Component cost of debt
- Component cost of preferred stock
- Component cost of equity
- Weighted average cost of capital
- Factors affecting weighted average cost of capital

The basics of capital budgeting
- Importance of capital budgeting
- Ranking investment proposals
- The payback rule
- Discounted cash payback
- Accounting rate of return
- Net present value
- Internal rate of return
- Further issues in capital budgeting:
  - Normal and non-normal cash flows
  - NPV profiles
  - Crossover rate
  - Modified internal rate of return
  - Profitability index
  - Merits and demerits of different methods

Working capital management
- Concept of working capital
- Types of working capital
- Importance of working capital management
- Factors affecting working capital
- Cash conversion or working capital cash flow cycle

Cash management
- Significance of cash management
- Motives for holding cash
- Advantages of adequate cash
- Functions of cash management
FOUNDATIONS OF HUMAN RESOURCE MANAGEMENT

Course No. : MGT 216
Nature of Course: Core (Management)

Course Objectives
The objectives of this course are:
• To introduce the basic concepts of Human Resource Management
• To enhance the knowledge and approaches of Human Resource Management.
• To develop students’ skills to handle tactfuly emerging human resources challenges and issues.

Contents
1. Introduction to Human Resource Management: LH 12
   • Concept, characteristics, objectives and functions of Human Resource Management.
   • Human Resource outcomes—Quality of work life, productivity and readiness to change.
   • Challenges of Human Resource Management.

   • Concept, characteristics and importance for Human Resource Planning.
   • Concept of Human Resource Strategy, Relationship between human resource planning and Strategic Planning.
   • Approaches to Human Resource Planning.

3. Job Design and Analysis: LH 18
   • Meanings of Job, task, position and occupation
   • Concept, benefits and methods of job design.
   • Concept, and purposes of Job Analysis, collecting job analysis information.
   • Job Analysis techniques—Job-focused and person/behavior-focused. Job description, job specification and job evaluation.

4. Recruitment, Selection and Socialization: LH 18
   • Meaning, sources and methods of recruitment.
   • Concept of selection, Difference between selection and recruitment.
   • The selection process, selection tests, interviews and their type.
   • Reliability and Validity in selection test.
   • Concept and process of socialization.

5. Training and Development: LH 18
   • Concept and process of learning.
   • Human Resource Development: Concept and importance.
   • Concept, objectives and benefits of training, determining training needs.
   • Training methods: on-the-job and off-the-job.
   • Concept and techniques of management development.
   • Evaluating training effectiveness.
   • Training and development practices in Nepalese organizations.

6. Motivation: LH 18
   • Concept, types and importance of motivation.
   • Motivation Theories: Achievement, Equity, ERG and Vroom’s Expectancy Theory.
   • Motivation and Performance.
   • Frustration—concept and causes.
   • Job satisfaction — concept and factors related to job satisfaction.

7. Performance Appraisal and Reward Management: LH 12
   • Concept and uses of performance appraisal.
   • Methods of Performance appraisal—Graphic rating scale, alternative ranking paired comparison, forced distribution, critical incident, essay and Checklists methods.
   • Concept of reward management, types and qualities of effective rewards.

8. Compensation Management: LH 12
   • Concept and determinants of compensation.
   • Methods of establishing employee’s compensation—current trends in compensation, Incentives plans, Different forms of incentives, Union influence in compensation programs.

9. Employees Discipline: LH 7
   • Concept and types of disciplinary problems. General guidelines in administering discipline. Disciplinary actions.
Course Objectives
The primary objective of this course is to give the students a comprehensive understanding of business law and its practices in Nepal.

Contents
1. Introduction:  
   - Nature of law
   - Types and sources of law
   - Concept and importance of business law
   - Sources of business law
2. Contract:  
   - Meaning, nature and essentials of a valid contract
   - Rules regarding offer and acceptance
   - Consideration; meaning and rules regarding consideration
   - Contractual capacity, rules regarding minor's agreement, person of unsound mind and disqualified persons
   - Free consent: meaning and importance of free consent, void and voidable agreements, (coercion, undue influence, misrepresentation, fraud and mistake)
   - Legality of object: meaning and importance of lawful object, effect of unlawful agreements
   - Contingent contract:
     - Meaning and rules regarding contingent contract
   - Performance of contract:
     - Importance of performance of contract, rules regarding performance of contract
   - Rules of assignment of contract
   - Termination of contract:
     - Modes of termination and discharge of contract
     - Remedies for breach of contract
3. Bailment
   - Meaning of bailment
   - Rights and duties of Bailor and Bailee.
   - Finder of lost goods (rights and duties of finder of lost goods)
   - Meaning of Pledge or Pawn
   - Distinction between Bailment and Pledge
   - Rights and duties of Pawner and Pawnee
   - Pledge by non-owner
4. Agency
   - Meaning and nature of agency
   - Modes of creating agency
   - Rights and duties of agent
   - Right and duties of principal
   - Delegation of authority
   - Sub-agent and substituted agent
   - Termination of agency
   - Procedure of registration and effect of non-registration of agency in Nepal
5. Indemnity and Guarantee
   - Meaning of contract of indemnity
   - Rights and duties of indemnifier and indemnity holder
   - Meaning of contract of guarantee
   - Types of guarantee
   - Difference between indemnity and guarantee
   - Rights, duties and liabilities of surety
   - Discharge of surety from liability
6. Sale of Goods
   - Meaning, feature of sale of goods
   - Types of goods
   - Conditions and warranties
   - Transfer of ownership
   - Performance of contract of sale of goods
   - Unpaid seller
7. Company Incorporation and Management
   - Incorporation of a company
   - Legal importance and formalities of meetings
   - Minutes and Resolutions of a company
FUNDAMENTALS OF MARKETING

Course No: MGT 214
Nature of Course: Core (Marketing)
Full Marks: 100
Pass Marks: 35

Course Objectives
This course aims at developing knowledge and skills in students in analyzing issues concerning major decision making areas of marketing. It also aims to give background knowledge to students to prepare them for concentration courses in marketing.

Contents
Introduction
- Meaning and importance of Marketing
- Development of Marketing Concepts
- Marketing Mix and its Components

Marketing Environment
- Meaning and Scope of Marketing Environment
- Macro and Micro Environmental Forces
- Marketing Environment in Nepal and its impact on marketing activities.

Market Segmentation And Targeting
- Meaning, concepts and types of Market
- Meaning of market segmentation
- Requirements and benefits of market segmentation
- Segmentation Variables for Consumer and Industrial Markets
- Process of Market Segmentation
- Segmentation practices in Nepal.

Marketing Information System & Marketing Research
- Meaning and importance of information and data;
- Sources of Information and Data;
- Meaning, Feature and Importance of Marketing Information System
- Components of Marketing Information System

- Process and Areas of Marketing Research
- Marketing Information System in Nepal and its use in marketing decisions.

Buyer Behaviour
- Meaning and Importance of Buyer Behaviour
- Consumer Buying Process
- Factors Determining Consumer Buying Decisions
- Meaning and features of organizational buying behaviour
- Organizational Buying Process
- Factors Determining organizational Buying Decisions

Product Decision
- Meaning and Concepts and levels of Product
- Types of Product: their Distinctive Features and Marketing Considerations
- Meaning and Stages of Product Life Cycle
- Marketing Activities in Different Stages of Product Life Cycle
- Product Adoption and Diffusion Process
- Concept of New Product, Need for Product Innovation, Reasons for Product failure
- Process of New Product Development
- Product Line and Product Mix Strategies
- Service product; Nature and Strategies
- Branding: Meaning, Objectives, Reasons for and against branding, Types and Essentials of a Good Brand Name
- Packaging: Meaning, Objectives and Functions, Levels of Packaging, Essentials of a good packaging
- Label: Meaning, Objectives, Functions and Types
- Product strategies in Nepal.

Pricing Decision
- Meaning and Objectives of Pricing
- Importance of Pricing
- Factors Affecting Price Determination
- Methods of Price Determination - cost-oriented, demand-oriented and competition-oriented
- Initiating and Responding to Price Changes
- Pricing Policies and Strategies
- Pricing strategies in Nepal.

Distribution Decision
- Meaning, Objectives and Importance of Distribution
- Channel System
**INTERNATIONAL CREDIT EVALUATION**

Date: 7/29/2009

Please find the credit evaluation of Mr. [redacted].
The credits were evaluated by Ludmila Belaia, Director of International Admissions, and faculty members of Troy University.
If you have any question, please feel free to contact her at ext. 3414 or by e-mail intladm@troy.edu

<table>
<thead>
<tr>
<th>Student Family Name:</th>
<th>[redacted]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Given Name:</td>
<td>[redacted]</td>
</tr>
<tr>
<td>Student ID:</td>
<td>[redacted]</td>
</tr>
<tr>
<td>Major:</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

**University level - accepted university [i.e., according to Troy University AOP Policy on 07/21/2009]**

<table>
<thead>
<tr>
<th>Trubhuvan University</th>
<th>Troy University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>MGT 203: Economic Analysis</td>
<td>6</td>
</tr>
<tr>
<td>MGT 203: Organizational Management</td>
<td>6</td>
</tr>
<tr>
<td>MGT 212: Cost &amp; Mgmt. Accountancy</td>
<td>6</td>
</tr>
<tr>
<td>MGT 214: Fundamentals of</td>
<td>6</td>
</tr>
<tr>
<td>MGT 215: Business Finance</td>
<td>6</td>
</tr>
<tr>
<td>MGT 261: Found. Of Human Res.</td>
<td>6</td>
</tr>
<tr>
<td>MGT 204: Legal Environ. of</td>
<td>6</td>
</tr>
<tr>
<td>MGT 321: Financial Management</td>
<td>6</td>
</tr>
<tr>
<td>MGT 407 Banking and Insurance Th</td>
<td>6</td>
</tr>
<tr>
<td>MGT 407 Banking and Insurance FW</td>
<td>6</td>
</tr>
<tr>
<td>MGT 202 Business Math &amp; Statistics</td>
<td>6</td>
</tr>
</tbody>
</table>

---

Ludmila Belaia  
Director of International Admissions
INTERNATIONAL CREDIT EVALUATION

The International Admissions office has verified that the following courses have been taken at the equivalent of an accepted university from Nepal [i.e., according to Troy University AOP Policy on 07/21/2009]. Would you please determine the equivalency of these courses to TROY courses in the School of Business?

If you have any questions, please contact Ludmila Belaia, Director for International Admissions, at ext. 3414 or by E-mail at intadm@troy.edu.

Date: 07/27/2009
Student Last Name: [Redacted]
Student First Name: [Redacted]
ID number: [Redacted]
Major: Business Studies
University: Trubhuvan University

<table>
<thead>
<tr>
<th>Courses</th>
<th>Contact Hours</th>
<th>TROY Course (# and title)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 311 Accounting for Business</td>
<td>6</td>
<td>none</td>
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</tr>
<tr>
<td>MGT 407 Banking and Insurance Th</td>
<td>6</td>
<td>FIN 4450</td>
<td>3</td>
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<tr>
<td>MGT 407 Banking and Insurance FW</td>
<td>6</td>
<td>FIN 4450</td>
<td>3</td>
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</tbody>
</table>

Please see the attached descriptions. Courses can be combined to equal TROY courses, if necessary. If more detailed descriptions are needed, please so indicate.

Signature of Evaluator:

Name: ED MEKKEL (For A. Findlay)
Title: Professor
Date: 7/27/09
Signature: [Redacted] (For A. Findlay)

Please return this form through handmail to Ludmila Belaia, International Programs. Thank you.
INTERNATIONAL CREDIT EVALUATION

The International Admissions office has verified that the following courses have been taken at the equivalent of an accepted university from Nepal [i.e., according to Troy University AOP Policy on 07/21/2009]. Would you please determine the equivalency of these courses to TROY courses in the Department of Mathematics and Physics?

If you have any questions, please contact Ludmila Belaia, Director for International Admissions, at ext. 3414 or by E-mail at intladm@troy.edu.

Date: 07/27/2009
Student Last Name: [Redacted]
Student First Name: [Redacted]
ID number: [Redacted]
Major: Business Studies
University: Trubhuvan University

<table>
<thead>
<tr>
<th>Courses</th>
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<th>TROY Course (# and title)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MGT 202 Business Math &amp; Statistics</td>
<td>6</td>
<td>Math 2210</td>
<td>3</td>
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</table>

Please see the attached descriptions. Courses can be combined to equal TROY courses, if necessary. If more detailed descriptions are needed, please so indicate.

Signature of Evaluator:

Name: Diane Parker
Title: Chair
Date: 7/27/09
Signature: [Signature]

Please return this form through handmail to Ludmila Belaia, International Programs. Thank you.
# INTERNATIONAL CREDIT EVALUATION

The International Admissions office has verified that the following courses have been taken at the equivalent of an accepted university in Nepal (i.e., according to Troy University AOP Policy on 07/21/2009). Would you please determine the equivalency of these courses to TROY courses in the Business School?

If you have any questions, please contact Ludmila Belaia, Director for International Admissions, at ext. 3414 or by E-mail at intadm@troy.edu.

<table>
<thead>
<tr>
<th>Course</th>
<th>Contact Hours</th>
<th>TROY Course (# and title)</th>
<th>Credit Hours</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
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<td>ECO 225 Principles of Microeconomics</td>
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<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECO 2252 Principle of Microeconomics</td>
<td></td>
<td></td>
</tr>
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<td>MGT 203: Organizational Management</td>
<td>6</td>
<td>MGT 4471 Principles of Management</td>
<td>3</td>
<td>C</td>
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<tr>
<td>MGT 212: Cost &amp; Mgmt. Accountancy</td>
<td>6</td>
<td>ACT 3395 Managerial/Cost Accounting I</td>
<td>3</td>
<td>C</td>
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<tr>
<td>MGT 211: Acc. For Fin. Analysis &amp; Plan.</td>
<td>6</td>
<td>FIN 3334 Financial Statement Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 214: Fundamentals of Marketing</td>
<td>6</td>
<td>MKT 3361</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>MGT 215: Business Finance</td>
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<td>MGT 204: Legal Environ. of Business</td>
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<td>LAW 2221 Legal Environment of Business</td>
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<td>C</td>
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<td>MGT 321: Financial Management</td>
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<td>FIN 3332 Financial Planning</td>
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<td>C</td>
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</tbody>
</table>

Please see the attached descriptions. Courses can be combined to equal TROY courses, if necessary. If more detailed descriptions are needed, please so indicate.

Signature of Evaluator:

Name: Kaye F. Sheinid

Title: Director, School of Accounting

Date: 7-29-09

Signature: Kaye F. Sheinid

Please return this form through handmail to Ludmila Belaia, International Programs. Thank you.
This is to certify that

of the Institute of Management Campus St. Xavier's
has passed the B. B. S Examination of 2062 (2005)
with roll number [redacted] and registered number [redacted]
and placed in Second division.

Written by
Checked by
Kathmandu dated the 21 Oct 2005

Controller of Examinations
# Tribhuvan University
Office of the Controller of Examinations
Kathmandu, Nepal

## Academic Transcript

**Student’s Name:**

**Regd. #:**

**Campus:** St. Xavier's Campus, Thapathali

**Institute/Faculty:** Management

**Examination:** Bachelor's Degree in Business Studies

**Course Duration:** 3 Academic Years

## Subjects appeared in the First Year Examination

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Full Marks</th>
<th>Past Marks</th>
<th>Marks Obtained</th>
<th>Remarks</th>
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<tr>
<td>MGT.201: English</td>
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<td>40</td>
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<td>MGT.202: Economic Analysis</td>
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<td>35</td>
<td>52</td>
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**Total:** 500

## Subjects appeared in the Second Year Examination

<table>
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<th>Full Marks</th>
<th>Past Marks</th>
<th>Marks Obtained</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT.211: Acc. for Fin.Analyse &amp; Plan.</td>
<td>100</td>
<td>35</td>
<td>65</td>
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</tr>
<tr>
<td>MGT.214: Fundamentals of Marketing</td>
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<tr>
<td>MGT.215: Business Finance</td>
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<td>47</td>
<td></td>
</tr>
<tr>
<td>MGT.216: Found. of Human Res. Mgmt</td>
<td>100</td>
<td>35</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>MGT.204: Legal Envir.on of Business</td>
<td>100</td>
<td>35</td>
<td>44</td>
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**Total:** 500

## Subjects appeared in the Third Year Examination

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<th>Past Marks</th>
<th>Marks Obtained</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>MGT.311: Accounting for Business</td>
<td>100</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>MGT.312: Taxation in Nepal</td>
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<td>MGT.407: Banking and Insurance</td>
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<tr>
<td>MGT.321: Fin. Management</td>
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<td>35</td>
<td>39</td>
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**Total:** 400

## Programme starting year:

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<td>2003</td>
<td>31679</td>
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<tr>
<td>2004</td>
<td>25275</td>
</tr>
<tr>
<td>2005</td>
<td>17395</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Roll Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>33619</td>
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## Percentage:

46.00

Passed Division: Second

Passed Year: 2008

## Grand Total:

<table>
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<tr>
<th></th>
<th>1400</th>
<th>490.0</th>
<th>644</th>
</tr>
</thead>
</table>
Course Objectives
The basic objective of this course is to acquaint the students with necessary mathematical tools and statistical methods to be used in the decision making process.

Contents
Introduction
- Meaning, scope and limitations of statistics
- Types and the sources of data
- Methods of collection of primary and secondary data
- Problems of data collection

Probability and Sampling
Definition of probability, Addition and Multiplication theorems (Mutually exclusive and independent cases with simple problems only). Meaning of sample and population, census method and sampling.

Classification and Presentation of Data
- Data Classification (need, meaning, objectives and types of classification)
- Construction of frequency distribution and its principles.
- Presentation of Data:
  - Tabular Presentation
  - Diagrammatic presentation (Bar diagram, Pie diagram)
  - Graphic presentation (histogram, frequency polygon, ogive)

Statistical Measures
- Measures of Central Tendency:
  - Mean, Median, Partition values, Mode, Geometric mean, Harmonic mean.
  - Choice and general limitation of an average.
- Measures of Dispersion:
  - Absolute and Relative measures:
    - Range, Quartile Deviation
    - Mean Deviation, Standard Deviation

Use of determinant to solve up to three simultaneous equations
- Matrix: addition, subtraction, multiplication
- Transpose of matrix cofactor
- Adjoint, Inverse and its use to solve up to three simultaneous equations

Quantitative Analysis
- Introduction to quantitative analysis
- Application of management science:
  - Scientific approach to decision making,
  - Decision making under condition of uncertainty
- Problem formulation with two decision variables:
  - Linear Programming (Graphic Method-maximization and minimization problems)

Basic Books
1. Levin, Richard and Rubin David, Statistics for Management, Prentice Hall India, New Delhi
2. Levin Richard, Dubin, David and Stinson, Joel, Quantitative Approach in Management, McGraw Hill.

References
Appendix D

International Credit Evaluation Form

(For Troy Foreign Partner Institutions)

MEMORANDUM

DATE: May 14, 2009

TO: Candace Hines, International Site Coordinator

FROM: Director of International Admissions

RE: [Redacted]

Petition of Transfer of Credit from College of Economics, Vietnam National University, Hanoi, Vietnam, a Partner Institution of Troy University

The International Admissions Office has verified the authenticity of the student’s documents from the university named above and has determined using commonly accepted best practices and Troy University established protocols (AOP for Recognition of Degrees and Academic Credits from Foreign Post Secondary Universities), that degrees and credits from this foreign university are at the 4-yr. baccalaureate (e.g. 3-year baccalaureate, 4-year baccalaureate, Master’s, etc.) level or equivalent to U.S. universities.

The student has been admitted to an approved Troy University International Joint Curricular Venture program and credit will be permitted in the future to be transferred from the partner university into the Troy MBA (degree) program based upon the attached course articulation matrix which has been approved by the appropriate Troy dean and faculty.

Attachments:

1. Application
2. Undergraduate Transcript
3. International Handbook Information Re: Foreign Trade University
4. Transfer Credit Matrix
### GRADUATE APPLICATION FOR ADMISSION

1. Campus at which you will pursue your degree (Home Campus/Site):
   - [ ] Dothan
   - [ ] Montgomery
   - [ ] Phenix City
   - [X] Troy
   - [ ] University College (Indicate Campus)

2. Name: [Redacted]
   - Last (Family or Surname): [Redacted]
   - First (Given): [Redacted]

3. Social Security Number (if applicable): [Redacted]

4. Gender: [X] Female
   - [ ] Male

5. Date of Birth: [Redacted]
   - Day: [Redacted]
   - Month: [Redacted]
   - Year: 1985

6. Ethnic Type (Voluntary Information):
   - [ ] American Indian/Alaska Native
   - [ ] Asian Pacific Islander
   - [ ] African-American
   - [ ] Caucasian/White
   - [ ] Hispanic
   - [ ] Other: [Redacted]

7. Are you an American Citizen? [X] Yes
   - [ ] No
   - If No, list City and Country of Birth: Phnom Penh, Cambodia
   - City: Phnom Penh
   - Country: Cambodia

8. Home/Permanent Address:
   - [Redacted]

9. E-mail Address: [Redacted]

10. Home/Permanent Phone: [Redacted]
    - Cell Phone: [Redacted]

11. Current Mailing Address: [Redacted]

12. Employer Name and Address:
    - Name of Employer: [Redacted]
    - Address: [Redacted]

Business Phone: [Redacted]

Received: JAN 03, 2009
13. Emergency Contacts:
   Name: __________________________         Relationship __________________________
   Address: __________________________       Phone: __________________________

14. Check all items that influenced your decision to apply to Troy University.
   [ ] Friend   [ ] School Fair   [ ] Unsolicited Mailing   [ ] Advertisement   [ ] Location
   [ ] Cost   [ ] Agency __________________________ (full name of agency)

15. Have you previously applied to Troy University  [ ] Yes    [ ] No
   Did you attend?  [ ] Yes  [ ] No  If yes, when _________ Which campus ________________

16. Anticipated term and year of enrollment:
   [ ] FALL SEMESTER: 20__    [ ] SPRING SEMESTER: 20__    [ ] SUMMER SEMESTER: 20__
      [ ] Term 1 (T/1)         [ ] Term 3 (T/3)         [ ] Term 5 (T/5)
      [ ] Term 2 (T/2)         [ ] Term 4 (T/4)

17. Anticipated Program/Concentration: MBA with concentration in Finance

18. My Undergraduate major was: __________________________

19. Enrollment Status:  [ ] First Masters   [ ] Transfer    [ ] Audit    [ ] Dual Enrollment
   [ ] Second Masters   [ ] Post Masters    [ ] AEG    [ ] Teacher Certification Only
   [ ] Education Specialist   [ ] Transient    [ ] Special/Non-Degree Seeking

20. Do you hold a teaching certificate?  [ ] Yes  [ ] No
   If yes, from which state(s)/country and in what areas are you certified? __________________________

21. Has your teaching certificate expired?  [ ] Yes  [ ] No

22. List all Colleges and Universities previously attended: (Failure to report all may result in denial and/or dismissal. You are responsible for requesting official transcripts from each previously attended institution. Official transcripts not in English must be accompanied by an official English translation.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>City, State and Country</th>
<th>Dates of Attendance</th>
<th>Degree?</th>
<th>Currently Enrolled?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Trade University</td>
<td>Hanoi, Vietnam</td>
<td>1983 - 1987</td>
<td>Bachelor</td>
<td></td>
</tr>
</tbody>
</table>

23. Have you been suspended or dismissed from the institution from which you are transferring?  [ ] Yes  [ ] No
   If Yes, are the reasons [ ] Disciplinary [ ] Academic
   If Yes, please explain on a separate sheet and attach.

24. Indicate the date(s) you completed or plan to complete the following. (Have official results sent to the Admissions Office of the Troy University Campus to which application is being made).
   _______ GRE _______ MAT _______ GMAT _______ TOEFL _______IELTS

440 • Response Report, Troy University 2009
4. Have you ever been convicted for the violation of any federal, state, county, or municipal law? (Excluding minor traffic violations) [ ] Yes [x] No

(If yes, please provide detailed information of the violation on a separate sheet and attach).

25. The following is for the assessment of demographic information only and will not be used in the admission decision:
   Has either of your parents graduated from a four-year college?
   [ ] Yes [x] No
   [ ] Troy University ( Mother  Father  Both )

26. Check all that apply:
   [ ] Active Military  [ ] Military Dependent  [ ] National Guard/Reserve
   [ ] Retired Military  [ ] Veteran  [ ] DOD Civilian

Please indicate rank and military branch:

   Rank
   Branch

27. Determination of Residency

   Have you lived in Alabama or the Troy University service area as a U.S. Citizen or Permanent Resident for the last 12 months for reasons other than enrollment in an educational institution? [ ] Yes [x] No

   Are you active duty U.S. Military or a dependent of active duty U.S. Military personnel, who will be stationed in Alabama at the time of your enrollment with Troy University? [ ] Yes [ ] No

I do hereby swear or affirm that all information supplied on this application is complete and accurate. I understand that withholding information requested or giving false information may make me ineligible for admission and enrollment. As a condition for admission, I further agree to comply with all policies and procedures of the University relative to assessment and evaluation.

Signature ___________________________ Date __________

Troy University Honor Code

1. ________________________________ will be honest in all my academic work and strive to maintain academic integrity. (Adopted by the Troy University Student Government Association and approved by the Board of Trustees, this Honor Code is in support of the Academic Code as stated in The Oracle).

Policy Statement

Troy University is an equal opportunity institution and therefore does not discriminate on the basis of sex, race, religion, ethnicity, or disability in admission or access to its programs.
**Full name**

Date of birth: 1985

Course/Class: K42 English 09

Type of training: Regular full-time

Major: External Economics

<table>
<thead>
<tr>
<th>NR.</th>
<th>SUBJECTS</th>
<th>CREDITS</th>
<th>MARK (OUT OF 10)</th>
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<tr>
<td>2</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Computer Skills</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>History of Economic Theories</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>History of Philosophy</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Political Economics 1</td>
<td>4</td>
<td>6</td>
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<td>7</td>
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<td>Foreign Language - English, Term 2</td>
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<td>8</td>
</tr>
</tbody>
</table>

**School year: 2004-2005**

| 1   | Foreign Language - English, Term 4           | 5.5     | 8               |
| 2   | Macroeconomics                               | 4       | 6               |
| 3   | Environment Economics                        | 2       | 6               |
| 4   | Linear Regression                            | 2       | 5               |
| 5   | Foreign Language - English, Term 3           | 4       | 8               |
| 6   | History of Vietnam and World Economy        | 3       | 7               |
| 7   | International Economic Relations             | 4       | 5               |
| 8   | Political Economics 2                         | 4       | 7               |
| 9   | Fundamentals of Marketing                    | 3       | 7               |
| 10  | Introduction to Laws                         | 3       | 5               |
| 11  | Economics                                    | 4       | 8               |
| 12  | Fundamentals of Probability and Mathematic Statistics | 4       | 8               |
| 13  | Fundamentals of Money and Finance            | 4       | 6               |

**School year: 2005-2006**

<p>| 1   | International Marketing                      | 3       | 8               |
| 2   | Transportation and Forwarding in Foreign Trade | 4       | 7               |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>TRANSLATION</th>
<th>BẢN DỊCH</th>
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<tbody>
<tr>
<td>Foreign Trade Practices</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Quality Control on Goods and Services</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Ho Chi Minh’s Thought</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Scientific Research Methodology</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Foreign Trade Economics</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>History of Vietnamese Communist Party</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Fundamentals of Statistics and Foreign Economics Statistics</td>
<td>5</td>
<td>8</td>
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<tr>
<td>Foreign Investment</td>
<td>4</td>
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<td>Foreign Language - English, Term 6</td>
<td>5.5</td>
<td>8</td>
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<tr>
<td>Foreign Language - English, Term 5</td>
<td>5.5</td>
<td>7</td>
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</tbody>
</table>

**School year: 2006-2007**

1. Diplomatic Protocol  
2. Principles of Accounting and Corporate Accounting  
3. Customs Practices  
4. International Payment  
5. Insurance in Foreign Trade Activities  
6. Laws Applied in Foreign Economic Activities  
7. E-Commerce  
8. Stock Market  
9. Foreign Language - English, Term 7  
10. Import - Export Business Operation Analysis  
11. Foreign Language - English, Term 8  
12. Taxation and Tax System of Vietnam

**School year: 2007-2008**

1. Graduation Thesis  

**Overall GPA: 7.21**  
**Grade: Good**

---

FOR PRESIDENT OF FOREIGN TRADE UNIVERSITY  
MANAGER OF DEPARTMENT OF TRAINING MANAGEMENT  
(Signed & sealed)

Dr. Le Thi Thu Thuy

---

JUSTICE OFFICE OF HAI BA TRUNG DISTRICT  
Hereby certifies that Mr. Hoang Minh Thang, ID. Nr.: 010015296, issued on 24/11/2005 in Ha Noi, subscribed his signature to this version before me.

Certification Nr.: [redacted]  
Book Nr.: 09  
In Ha Noi, date: 31-10-2008  

I, Hoang Minh Thang, the undersigned, ID. Nr.: 010015296, issued on 24/11/2005 in Ha Noi, undertake that I have translated this paper/document exactly from Vietnamese into English.

Date: October 30, 2008  

Signed: Hoang Minh Thang  
Date: 31-10-2008  

---

THE OFFICE OF FOREIGN TRADE UNIVERSITY  
MANAGER OF DEPARTMENT OF TRAINING MANAGEMENT  
(Signed & sealed)

Dr. Le Thi Thu Thuy

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Signed: Hoang Minh Thang  
Date: 31-10-2008  

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THE OFFICE OF FOREIGN TRADE UNIVERSITY  
MANAGER OF DEPARTMENT OF TRAINING MANAGEMENT  
(Signed & sealed)

Dr. Le Thi Thu Thuy
SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

Pursuant to the Regulation on University Degree, promulgated under the Decision No. 1994/QĐ-DH, dated 23.11.1990 by the Minister of Education & Training,

RECTOR OF FOREIGN TRADE UNIVERSITY
Hereby conferred

UNIVERSITY DEGREE

Form of training : Full-time
Major : Economics
Grade : Good
And entitled : BACHELOR OF ECONOMICS IN EXTERNAL ECONOMICS
Upon :
Date of birth : 1985
Place of birth: Phu Tho
Year of graduation: 2008
Given under the common seal of this University in Ha Noi this 4th day of January 2008.

DEAN (Signed)
Reector (Signed)
Prof. Dr. Hoang Van Chau

I, Hoang Minh Thang, the undersigned, ID. Nr.: 010015296, issued on 24/1/2005 in Ha Noi, undertake that I have translated this paper/document exactly from Vietnamese into English.
Date: October 30, 2008

Toi, Hoang Minh Thang, CMND so: 010015296, cung 24/1/2005 tai Ha Noi, cam doan da dich chinh xac giay toan ban nay tu tieng Viet sang tieng Anh.
Ngay 30 thang 10 nam 2008

[Signature of the holder]

INVESTIGATING OFFICE OF HAI BA TRUNG DISTRICT
Hereby certifies that Mr. Hoang Minh Thang, ID. Nr.: 010015296, issued on 24/1/2005 in Ha Noi, subscribed his signature to this version before me.

Certification No: [Redacted]

In Ha Noi, date: 10-10-2008

PHONG TUPHAP QUAN HAI BA TRUNG
Chung thue ong Hoang Minh Thang, CMND so: 010015296, cung 24/1/2005 tai Ha Noi, da ky truoc mat toi.
So chung thue: [Redacted]

Tai Ha Noi,
CÔNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

Căn cứ vào quy chế về vấn bằng bằng bằng đại học ban hành theo quyết định số 1994/QĐ-DH ngày 23-11-1990 của Bộ trưởng Giáo dục và Đào tạo, Hiệu trưởng trường Đại học Ngoại Thương

cấp

BẢNG TỐT NGHIỆP
ĐẠI HỌC

loại hình đào tạo: CHÍNH QUY
ngành Kinh tế

bang: Khoa năm tốt nghiệp 2008
và công nhận danh hiệu Cự nhân Kinh tế

Chuyên ngành Kinh tế đối ngoại

cho

sinh ngày 1965 Phú Thọ

Hà Nội ngày 30 tháng 12 năm 2008

Hiệu trưởng

Khoa trưởng

GS. TS Hoàng Văn Thầu
<table>
<thead>
<tr>
<th>COE, VNU Course</th>
<th>TROY Course</th>
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</thead>
<tbody>
<tr>
<td>ACT 691 - Managerial Accounting</td>
<td>ACT 6691 - Managerial Accounting</td>
</tr>
<tr>
<td>MBA 640 - Quantitative Analysis for Managers</td>
<td>MBA 6640 - Quantitative Analysis for Managers</td>
</tr>
</tbody>
</table>
COMPREHENSIVE STANDARD 3.4.7

The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. *(Consortia relationships/contractual agreements)*

Recommendation 12: The Committee recommends that the institution provide sufficient evidence to demonstrate that it a) exercises appropriate and expected control over all aspects of its off-shore degree programs with its international partners in accordance with SACS-COC’s policies on Joint Curricular Ventures Involving the Award of Credit by Member Institutions and The Transfer or Transcripting of Academic Credit; b) has contractual agreements and operational procedures to ensure the quality and ongoing quality control of its off-shore degree programs which are offered in collaboration with its international partners; and c) regularly evaluates and updates all of its articulation and consortial agreements with its international partners against the purpose of the institution.

Summary of On-Site Review Committee Comments

Troy University’s off-shore partnerships involve joint curricular ventures with a number of international institutions that are not regionally accredited in the United States. In a number of areas, the committee found either contradictory or insufficient evidence to validate the institution’s compliance with SACS-COC policies pertaining to international joint curricular ventures and transfer of credit.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Establishing the Consortia Relationship Review Committee.
2. Developing a Quality Assurance Audit Program for overseas teaching locations.
3. Modifying of language in the catalogs regarding the acceptance of academic credit and programs from overseas institutions.
4. Developing a new framework for reviewing consortia agreements to meet SACS policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions.
5. Developing an evaluation rubric to use in assessing each new and renewed consortia agreement.
6. Implementing the evaluation rubric to ensure full compliance with a proposed consortia agreement (Jubail, Saudi Arabia) and an agreement up for renewal (Hanoi University of Technology).
7. Establishing a schedule for the Consortia Relationship Review Committee to review all overseas consortia relationships by June 2010. The Consortia Relationship Review Committee will review all overseas consortia relationships on an annual basis, ensure that Quality Assurance Audits are conducted by faculty, and ensure closure of all corrective actions identified in each location’s Plans For Further Improvement.
In January, 2009, immediately after receiving On-Site Review Committee members’ reviews of consortia relationships in overseas locations, Troy University began taking corrective actions to address the deficiencies identified in the reviews. Since then, the University has made significant progress with its corrective actions as outlined in this response.

Establishment of the Consortia Relationship Review Committee

Troy University established the Consortia Relationship Review Committee (CRRC) in early 2009 to enhance control over offshore degree programs, to verify that contractual agreements ensure the quality of programs, and to regularly review consortia agreements with international partners. The committee includes all of the academic deans, the associate provosts, representatives of institutional effectiveness, and Global Campus leaders to address the concerns raised by the On-Site Review Committee. The University’s Academic Steering Committee approved an Academic Operating Procedure (AOP) for this committee prior to the On-Site Review Committee’s final visit to the Troy, Ala. campus and updated the AOP after the out-briefing with the On-Site Review Committee. Supporting Documentation 1 provides Academic Operating Procedure 1-06-09-01 (revised June 16, 2009) Academic Policy for Review of Consortia Relationships, and Supporting Documentation 2 provides the minutes of all CRRC meetings to date.

A. The Consortia Relationship Review Committee has directed the development of a Quality Assurance Audit Program for offshore degree programs as well as the creation of a Quality Assurance Audit Checklist that was first used in July, 2009 to verify the quality of academic programs being taught overseas. The report of the July, 2009 Quality Assurance Audit is provided as Supporting Documentation 3. The Consortia Relationship Review Committee has also reviewed the results of the audit and concurred with the Corrective Action Plan provided in Supporting Documentation 4.

B. Members of the Consortia Relationship Review Committee have recognized that all of Troy University’s overseas consortia relationships will be up for renewal in late 2009. Therefore, the committee has developed a framework for the content of new and/or renewed consortia agreements that will fully incorporate SACS policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions. This framework
is being used as the requirements document for revising all of the existing consortia agreements and for the development of all new agreements. Supporting Documentation 5 provides the University's Framework for Consortia Agreements.

In order to evaluate whether an existing, renewed, or new agreement conforms to SACS policy, the Consortia Relationship Review Committee has developed an oversight rubric to evaluate each consortia agreement. The oversight rubric (demonstrated in Documentation 6) incorporates SACS policy regarding Joint Curricular Ventures Involving the Award of Credit by Member Institutions.

C. The Consortia Relationship Review Committee met on July 15, 2009, and conducted its first review of a consortia agreement using the new framework for consortia agreements and the oversight rubric. Documentation of the committee's July 22, 2009, review of the renewal of the consortia agreement with Hanoi University of Technology is provided in Supporting Documentation 6. The Consortia Relationship Review Committee has established a schedule (Supporting Documentation 7) for reviewing consortia agreements up for renewal. Per the requirements of the Academic Operating Procedure 01-06-09-01, all consortia agreements will be reviewed annually.

Conclusion

Troy University responded immediately to this recommendation by establishing the Consortia Relationship Review Committee, developing a Quality Assurance Audit Program, modifying language in the catalogs regarding the acceptance of academic credit and programs from overseas institutions, developing a new framework and evaluation rubric for reviewing consortia agreements, establishing a schedule for review of all overseas consortia relationships by June 2010, and establishing procedures to ensure closure of all needed corrective actions.

Supporting Documentation

1. AOP 01-06-09-01 (Revised 6-16-09) Academic Policy for Review of Consortia Relationships
2. Consortia Relationship Review Committee minutes – Archive of minutes to date
5. Framework for Consortia Agreements
6. Hanoi University of Technology Oversight Rubric and Review Document
7. Schedule for Completion: Reviews of Consortia Agreements
3.4.7 Supporting Documentation

1. AOP 01-06-09-01 (Revised 6-16-09)
   Academic Policy for Review of Consortia Relationships
ACADEMIC POLICY FOR REVIEW OF CONSORTIA RELATIONSHIPS

Troy University assumes responsibility for and maintains control of all aspects of its degree program(s) or course(s) offered through consortia relationships. On January 1, 2009, a Consortia Relationship Review Committee (CRRC) was established with the purpose of ensuring all Troy University consortia relationships are consistent with the university’s purpose and goals and are in compliance with the comprehensive requirements of SACS-COC. Furthermore, through annual reviews, Troy University will ensure the quality of educational programs/courses offered through consortia relationships.

The Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness will chair the Consortia Relationship Review Committee. The Committee is comprised of, but is not limited to, the Vice Chancellor for Troy Global Campus, the Associate Provost and Dean of the Graduate School, the Associate Provost and Dean of Undergraduate Programs, the Dean of the Libraries, Registrar/Dean of Student Services–Global Campus, Associate Vice Chancellor of Marketing and Communications, and Director of Financial Affairs–Global Campus, the Deans of the College of Arts and Sciences, Sorrell College of Business, College of Education, College of Communications and Fine Arts, and the College of Health and Human Services.

The CRRC will review the following academic and support areas for compliance:

   a. Course and Programs
   b. Admissions
   c. Awarding, transfer, evaluation, and recording of credits
   d. Faculty Qualifications and Competencies
   e. Learning Resources
   f. Financial accountability
   g. Public communications and recruiting practices
   h. Student Achievement
   i. Student support services
   j. Physical facilities
   k. Adherence to SACS-COC Principles of Accreditation and University Policies and Procedures.

Sources of evidence used in the CRRC review may include, but will not be limited to: the contractual agreement, annual Academic Quality Assurance Audits, Faculty After-Action Reports, Student Course Evaluations, survey data, faculty rosters and files, Program Effectiveness Reports, financial audits, University communications, University catalogs, policies and procedures.

To ensure all Troy University consortia relationships comply with SACS-COC requirements, the CRRC will use the attached Oversight Rubric for reporting purposes. To confirm compliance, all relevant documentation will be attached to the completed rubric. The committee will recommend one of the following actions for each consortia agreement: “Continuance”, “Continuance with conditions for improvement”, or “Termination”. When the review of an agreement is identified as “Continuance with conditions for improvement,” an action plan will be developed, reported, implemented and facilitated through the Office of the Vice Chancellor of Global Campus. Progress
on the plan’s effectiveness will be monitored for confirmation of achievement in the next review cycle. When a consortium relationship is “Terminated,” Troy University will take action to remove all reference to Troy University by the former partner institution, implement appropriate teach-out activities, and notify SACS-COC of the termination of the consortia agreement. The Vice-Chancellor of Global Campus will be responsible for preparing the SACS-COC notification letter and forwarding it to the Associate Vice Chancellor of Research, Planning and Effectiveness for final approval, signatures, mailing to SACS-COC and maintaining a record of all SACS-COC correspondence.

Annual CRRC Review Reports and original copies of active “consortium agreements” or “contracts” will be held in the Office of Research, Planning and Effectiveness. The Vice Chancellor for Global Campus is responsible for assuring that the Office of Research, Planning, and Effectiveness files are kept current and will maintain an updated complete list of all active consortia relationships managed or held by Global Campus. Any changes in the list of active consortia relationships will be relayed immediately to the Office of Research, Planning and Effectiveness. The Vice Chancellor of Global Campus will also maintain necessary records, materials, and/or information required for the CRRC to effectively review and verify compliance of the consortia relationship.

**APPROVED BY: ACADEMIC STEERING COMMITTEE, JANUARY 6, 2009**

(Revised June 16, 2009 at Academic Steering Committee Meeting)

**OPR: DR. DIANNE BARRON**
### Oversight Rubric

**Consortia Relationship Review Committee  Attachment for AOP 1-6-09-01**

<table>
<thead>
<tr>
<th>Name of Partner Institution: _________________________</th>
<th>Date Reviewed ______________________</th>
</tr>
</thead>
</table>

**DIRECTIONS:** Elements of this rubric will be reviewed using suggested "supporting documentation" outlined on Form 1. Committee subcommittees will be assigned to review and report to the committee on specific elements of the consortial relationship for compliance with SACS-COC Principles and SAC-COC Policy and Guidelines on Joint Curricular Ventures Involving the Award of Credit by Member Institutions. Attach "supporting documentation" to the completed rubric.

| 1 Courses and programs offered through the Consortia Agreement are congruent with the educational purpose and goals of TROY University and approved and controlled by TROY faculty and administration. (CR 2.7.2, 2.7.3; CS 3.4.1, 3.4.10, 3.12.1, 3.13.1; FR 4.2, 4.4) | Not in Compliance | Needs Further Documentation | In Compliance |
| 2 Admission procedures and practices are consistent with the University mission and published admission and language proficiency criteria. (CS 3.4.3, CS 3.4.4, CS 3.6.4; FR 4.3) | | | |
| 3 The practice of awarding, transferring, evaluating and recording credit in the consortia program is consistent with TROY University practice and published policies. (CS 3.4.4, 3.4.5, 3.4.6, 3.4.1, 3.6.2, 3.6.3, 3.9.2; FR 4.3) | | | |
| 4 TROY faculty teaching courses in the consortia program are qualified and are reviewed for competency. When TROY has not employed the faculty, credits accepted into the program have been evaluated as equivalent to TROY course by an accepted academic evaluation service and guidelines from the Commission on Colleges. (CR 2.8, 2.7.4, CS 3.2.9, 3.5.2, 3.7.1, 3.7.2) | | | |
| 5 The facilities and student access to library /information resources necessary to support program offerings, through this agreement, are adequate and appropriate to the mission of TROY University. (CR 2.9; CS 3.8.1; 3.8.2, 3.8.3) | | | |
| 6 TROY University has the financial capacity and can provide full accountability for the support of the consortia relationship without diminishing its financial support of the U.S. campuses. (CR 2.11.1, CS 3.10) | | | |
| 7 Public communications and recruiting practices meet standards published in TROY University Communications policy. (CS 3.14, 3.14.1; FR 4.6) | | | |
8. The standard of student achievement in the consortia program is equivalent to the standard of student achievement on other TROY campuses, and outcomes are assessed and evaluated according to stated IE Policy of TROY University. (CR 2.5; CS 3.3.1.1, 3.5.1; FR 4.1)

9. Student responsibilities and rights are clear, appropriate and disseminated, and support services personnel are qualified and effective. (CR 2.10; CS 3.4.9, 3.4.12, 3.9.1, 3.9.3; FR 4.3, 4.5)

10. Physical facilities and resources are adequate to meet the needs of the program faculty and students (CR 2.11.2; CS 3.11)

### Committee Recommendation

- Recommend Continuance
- Recommend Continuance with Conditions
- Recommend Termination

### Summative Report and Conditions (when Appropriate):

Attach additional pages

Signature: ____________________________

CRRC Chair: ________________________

Date: ____________________________

### Follow Up (Maintained by CRRC Chair)

#### Recommended Continuance with Conditions:

- Action Plan Submitted (attach copy)
  - Date: ________________________
- Review of Plan’s Effectiveness (completed at end of next AY and submitted with next annual review)
  - Date: ________________________

#### Recommended Termination:

- Action taken to Remove References to TROY University by former partner
  - Date: ________________________
- Implementation of Appropriate Teach-Out Agreements
  - Date: ________________________
- SACS notification
  - Date: ________________________
- Teach-Out Completed
  - Date: ________________________
FORM 1 (Accompanies AOP-1-06-09-01)

CONSORTIA RELATIONSHIP REVIEW COMMITTEE

Review Items and Suggested Supporting Documentation

This form is intended as a guide for Consortia Relationship Review Committee (CRRC) reviewers in their review of Consortia Relationships. Form 1 lists items for specific consideration under the headings provided on the CRRC Oversight Rubric. Also included are suggested documents that may be helpful in the rendering of a recommendation (i.e. “In compliance”, “Needs further documentation” or “Not in compliance”) by the CRRC. To supplement this guide, CRRC reviewers should be familiar with all requirements relevant to consortia relationships contained in the SACS-COC Principles of Accreditation and the SACS-COC Statement on Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines documents.

Supporting documentation for the CRRC review shall be compiled and provided to the chair of the CRRC. The chair of the CRRC will distribute the supporting documentation to the appropriate committee member(s). Committee reviewers should confirm items of the review by placing a “✓” on the line preceding the review item. Committee reviewers will write a summary of their findings stating the evidence reviewed and potential recommendations for submission to the chair and presentation to the CRRC.

1. Courses and Programs offered through the consortia agreement are congruent with the educational purpose and goals of TROY University, and approved and controlled by TROY faculty and administration:

   Confirm the following: Courses and programs:
   _____ are consistent with other TROY campuses in content and rigor
   _____ must involve evaluation of student work
   _____ must have been approved by faculty and administration
   _____ must have expected outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvements based on analysis of results.
   _____ the standard of student achievement is equivalent to standard on other TROY campuses.
   _____ clearly defines how qualified faculties of contracting entities will periodically review courses and programs.
   _____ align with information provided in University Catalog

   Suggested Documentation:
   o University mission statement and goals
   o Program/Course
     ▪ Program purpose statement
     ▪ Learning Objectives Coursework or Curricula
     ▪ Course Syllabi
     ▪ Graduation Requirements ---2.7.1
     ▪ % and courses (credits) in curricula accepted from partner institution
   o Consortia Agreement
2. **Admission procedures are consistent with the University mission and published admission and language proficiency criteria.** (Admissions Report)

**Confirm the following:**

_____ Students are provided with an enrollment agreement or policies of the University:

   a. that clearly outline(s) obligations of the institution, partner and student prior to any payment made
   b. clearly inform(s) students of their obligations, responsibilities, and rights including policies related to admissions, tuition charges, payment methods, and refunds consistent with TROY mission statement
   c. that contain(s) a document that shall be signed by the student confirming their understanding of its contents
   d. that is/are not binding until accepted by TROY authorities

_____ Policies related to admissions, tuition charges, and refunds are consistent with policies applied to (international) students on U.S. campuses.

_____ International students are unconditionally admitted before the institution accepts/transcripts transfer credits.

_____ Recruiting agents are:

   a. are properly trained and supervised
   b. adhere to the laws of the country/state in which they operate
   c. properly licensed/registered to operate as required
   d. provide and collect signed enrollment agreements prior to money collection
   e. provide applicant with a receipt for all money collected
   f. do not use title(s) that imply functions beyond their scope (i.e. counselor, advisor, or registrar)
   g. accurately represent TROY University policies and procedures
   h. do not violate (orally/in writing) any standard applicable to advertising promotional materials

**Suggested Documentation:**

- Training Certification / Signed receipt of training / Verification of completion of on-line training
- Enrollment Agreement
- University mission statement
- Consortia Agreement
- University Admission / Enrollment policies / Program Admission / Enrollment requirements
- University catalogs / Student Handbook (Oracle) / Other communications publications given to students
- Student survey feedback
- Admissions Report
Annual Admissions Audit (compilation of admits to Consortia programs, with demographic and TOEFL scores or documentation)

3. Practice of awarding, transferring, evaluating and recording credit on transcripts is consistent with TROY University published policies. (Registrar’s Report)

Confirm the following:

_____ Practice adheres to published policy on transfer of credit
_____ Practice adheres to published policy of awarding credits
_____ Credits transferred in, awarded or otherwise recognized are comparable to TROY credits.
_____ If credits are awarded in blocks, but TROY does not employ faculty in the discipline, TROY must have documentation that those credits have been evaluated by persons w/appropriate credentials in these areas (i.e. ECE, AACRAO, etc.)
_____ Clearly established responsibility functions of TROY and partner institution regarding student records
_____ TROY and partner protect security, confidentiality and integrity of student records
_____ TROY maintains specific security measures to back up data
_____ No credit or transfer of credit is allowed until students are unconditionally admitted and successfully complete a minimum of nine semester hours with TROY in the international program
_____ TROY maintains official records of academic credit earned in its international program
_____ Official transcript issued by TROY identifies by site (institution), course, and term credits earned in its off campus programs

Suggested Documentation:

- Example of student transcript with partner institution credits identified by course and site
- Consortia Agreement
- TROY University Statement on confidentiality of student records
- University defined and published policy for evaluating, awarding and accepting credit for transfer that ensures course work and learning outcomes are at the collegiate level.
- AOP for evaluation of academic work at foreign universities
- Registrar’s Report
4. TROY faculty teaching courses in the consortia program are qualified and reviewed for competency or when TROY has not employed the faculty, credits accepted into the program have been evaluated as equivalent to TROY courses by an accepted academic evaluation service and Commission on Colleges. (Academic Faculty Report)

Confirm the following: Faculty…

_____ must meet university accepted certification standards of the faculty employed in the discipline
_____ Must meet language proficiency standards
_____ Must have defined role and participate in advising of students
_____ Must have defined role and participate in outcome assessment
_____ Must be reviewed for excellence in teaching (demonstrate competency in teaching)

Suggested Documentation:
- Consortia Agreement
- Faculty Rosters by Term
- Faculty files (Vita, Transcripts, Supervisor / Student Evaluations)
- Articulation agreement / documented equivalency of credits accepted when TROY does not hire faculty to teach course but accepts credit from partner institution.
- Academic Policy
- AOP for determining equivalency of foreign university degrees
- Quality Assurance Audit Report

5. The facilities / access to learning information resources is adequate and appropriate to the mission of TROY University and programs offered through the agreement. (Library Report)

Confirm the following:

_____ Clearly established responsibilities of TROY and partner institution regarding safety regulations.
_____ Clearly defined steps taken to provide healthy, safe and secure environment of all members of the campus community.
_____ Clearly established responsibilities of TROY and partner institution regarding property ownership and accountability.
_____ Clearly established responsibilities of TROY and partner institution regarding faculty facilities.
_____ Physical facilities and learning resources are appropriate to serve the needs of the institution’s academic programs, support services and other mission related activities.
_____ Physical facilities support the mission of the institution and the scope of its programs and services.
_____ Access to the Library and other learning resources is adequate and appropriate to the mission of the TROY and its programs.
Suggested Documentation:
- Consortia agreement
- Description of access to library and other learning resources through the University Web page (available and communicated to students enrolled in consortia program)
- Program collections audit from Library University Mission statement --- 3.8.1
- Faculty After Action Reports
- Student Survey results
- University Policy
- Quality Assurance Audit Reports

6. TROY University has the financial capacity and can provide full accountability for the support of the consortia relationship without diminishing its financial support of the U.S. campuses (Financial Report)

Confirm the following:
- Has clearly established responsibility of TROY and partner institution regarding:
  - indirect costs
  - approval of salaries (administrative and faculty as applicable)
  - termination costs
  - licenses and fees
  - equipment
  - tuition refunds
  - subcontracts
  - travel
  - property ownership and accountability
  - faculty facilities
  - inventions and patents
  - publications and copyrights
  - insurance coverage
  - audits
- Student does not render payment before being provided with an enrollment agreement.
- Tuition:
  - is reasonable
  - charges are bona fide, effective on specific dates and applicable to all who enroll, or who are presently enrolled
  - payment methods follow sound ethical business practices.
  - refund policy is accepted and applicable to all students and clearly stated in publications.
- If promissory notes, etc. are sold to third parties, their financial sponsors are made aware of this action.
- Regulations for federal and state student aid programs are being met. (as applicable)
- Financial capacity to underwrite the International program without diminishing financial support of other TROY Campuses is demonstrated.
7. **Public communications and recruiting practices meet standards published in TROY University Communication Policy.**  
(Marketing and Communications Report)

**Confirm the following:**

_____ All publications / advertising brochures / web references on the international program must ….

  a. be approved by TROY before use
  b. be monitored on a regular basis
  c. indicate education, not employment, is being offered
  d. use the correct name of the school
  e. accurately provide a list of the programs offered in the international programs
  f. accurately represent University policy and procedures
  g. make clear to the public that accreditation by the Commission does not extend to programs taken at the international partner
  h. properly represent the influence of TROY in transfer of international students to American colleges and universities.

**Suggested Documentation:**

  o TROY University Communication Policy
  o Consortia Agreement
  o Approval Slips for all Public Communication (including web pages) used by Partner–
  o Samples of Brochures
  o Review of Web pages
  o SACS-COC disclaimer statement

8. **The standard of student achievement in the consortia program is equivalent to the standard of student achievement on other TROY campuses and outcomes are assessed and evaluated according to state IE Policy of TROY University.**  
(Program Director’s PER)

**Confirm the following:**

_____ Standard of achievement is equivalent to standard on other TROY campuses.

_____ Assessments are aligned to Student learning outcomes for the program.

_____ Performance expectations are communicated to students prior to assessment.
_____ Student Learning Outcomes are assessed in a manner consistent with the student’s academic program
_____ Outcome data is included by location on the Program Effectiveness Report
_____ Program and SLO are analyzed and Plans for Improvement are formulated that include the data collected from the consortia program.
_____ Evidence of improvement resulting from the analysis of data are documented.

**Suggested Documentation:**
- IPE Handbook
- Program student learning outcomes
- Student Achievement Reports (across SLO, by location)
- Consortia Agreement
- Academic Quality Assurance Audit Report
- Program PER
- Student surveys

9. **Student responsibilities and rights are clear, appropriate and disseminated and support services personnel are qualified and effective.** (Student Support Services Report)

**Confirm the following:**
_____ Provides students with Enrollment Agreement:
   a. Clearly and accurately describes student responsibilities and obligations
   b. Clearly and accurately describes students rights
   c. Routinely provided before enrollment or any payment of money
_____ Provides students with student handbook
   a. Clearly and accurately describes student rights and responsibilities
   b. Method of distribution to students identified as appropriate
_____ Employs qualified support services personnel
_____ Rating of “Satisfactory” or better on Student Surveys reflecting the quality and effectiveness of student support services:
   a. admissions personnel
   b. admission procedures
   c. advising
   d. library / learning resource access
   e. library resources
   f. facility maintenance
   g. recruiting personnel
   h. overall customer service satisfaction

**Suggested Documentation:**
- Consortia relationship
- Student Handbook / Internet web sites / methods of communications
- Vita/Resume of support services personnel
- Documentation of professional development of support personnel / orientation with TROY University policies and procedures.
- Feedback from student and faculty surveys
- Student Support Service Report
10. **Physical facilities and resources are adequate to meet the needs of the program faculty and students** (Facilities Report)

**Confirm the following:**

- Clearly established responsibilities of TROY and partner institution regarding:
  - a. campus safety regulations and accountability
  - b. property ownership and accountability
  - c. faculty facilities
- Physical facilities are:
  - a. Adequacy of Facilities (size, equipment / technology, maintenance, overall quality of learning environment)
  - b. Safety of Learning Environment

**Suggested Documentation:**

- Description / Audit of physical facilities and resources at consortia partner used by consortia program
- Emergency Action Plan
- OSHA requirements
- Feedback from faculty and student surveys
- Academic Quality Assurance Audit Report
3.4.7 Supporting Documentation

2. Consortia Relationship Review Committee minutes—
Archives of minutes to date
The Consortia Relationship Review Committee conducted its first meeting on March 24, 2009, in the Executive Conference Room in the Adams Administration Building on the Troy campus. Dean Damon Andrew, Dr. Dianne Barron, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Dianne Gossett, Dean Don Hines, Dr. Earl Ingram, Dean Bill Richardson, Dr. Henry Stewart were present.

TERMINOLOGY

The Committee agreed to work from the following terminology in discussing the types of consortia agreements in which Troy University enters with other entities:

**Dual Degree Award Programs** – in which a student takes courses from both institutions and receives a degree from both institutions, such as the 1+2+1 program with institutions in China.

**Transfer Credit Programs** – in which Troy University accepts academic credit for students from a partner institution.

**Export Programs** – in which Troy University provides all of the course work and does not accept any academic credit from the partner institution.

**General Cooperation Programs** – in which Troy University and the partner institution agree to cooperate on activities that do not involve the awarding of academic credit.

The committee agreed that its purpose is to focus on the review of dual degree programs, transfer credit programs, and export programs agreements.

ISSUES

The committee agreed to focus its work in review of the following areas:

1. Providing ongoing review of the basic qualifications that justify accepting another institution as a partner and the qualifications of their faculty.
2. Providing ongoing review of the partner’s academic programs.
3. Providing ongoing review of the partner’s work activities related to admissions, advertising, web information, facilities, and all aspects of student support.
4. Providing ongoing review of the admissions qualifications of students that come into Troy University courses through partner institutions.
5. Providing improvements necessary to academic transcripts issued in relation to partner institutions.
PROCESS

The committee agreed to adopt a “first in – first out” schedule for reviewing all of Troy University’s consortia relationships. The relationships that were established first will be reviewed first. The committee agreed that the expectation for “ongoing” review means that every consortia relationship will be reviewed at least once every two years.

The committee also agreed that per the instructions from Chancellor Hawkins, the Office of Institutional Research, Planning, and Effectiveness (IRPE) will maintain an official copy of every consortia agreement for Troy University.

GUIDING REFERENCES

The committee’s work will be guided by the Troy University Academic Operating Procedure 1-6-09-01 and the Commission on Colleges “Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines.” (Attachments 1 and 2)

NEXT ACTIONS

The committee will review the new Memorandum of Understanding template that Troy Global Campus is developing for renewal of the consortia relationships. Global Campus and IRPE will work together to develop the sequence and schedule for reviewing the consortia agreements. After the committee has reviewed several of the agreements, it will review the Academic Operating Procedure 1-6-09-01 to ensure the procedure fully addresses all of the committee’s activities.

JRD
3-26-09
Minutes  
Consortia Relationship Review Committee  
May 12, 2009  
Executive Conference Room  

The committee met on May 12, 2009, in the Executive Conference Room. Participants included Dr. Amanda Andrews (for Dr. Damon Andrew), Dr. Scott Bailey (for Dr. Don Hines), Dr. Dianne Barron, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Curt Porter, Dr. Jim Rinehart (for Dr. Bill Richardson), Dr. Edith Smith, Dr. Henry Stewart, Dr. Lee Vardaman, and Dr. Mike Whitlock.

1. The Committee reviewed and approved the March 24, 2009, minutes.

2. The committee discussed and refined the following table to clarify the types of approvals and compliance issues for each type of overseas consortia relationship that TROY conducts.

3. Dr. Earl Ingram outlined the plan for implementing a Quality Assurance Audit Team function this summer for transfer-credit overseas programs. Dr. Mike Whitlock will meet with the Sorrell College of Business and College of Arts and Sciences leadership, along with the Dean of Undergraduate Studies and the Dean of the Graduate School, to review the eCampus QA checklist items as a model for reviewing the quality of academic programs being offered overseas. The process will include observation of courses being taught. This will become a regular review process that is initiated this summer.

4. The committee discussed issues related to defining the content of MOUs so that they will satisfy all SACS requirements and the concurrent development of a checklist for reviewing these MOUs to ensure ongoing compliance to SACS requirements.

5. Dr. Curt Porter distributed a document that describes the process for determining if a foreign university should be considered equivalent to a regionally accredited U.S. university and the process for evaluating academic credit produced at a foreign university.

Next Meeting: May 27, 2009, at 2:00 p.m. in the Executive Conference Room.

Agenda:
1. Review proposed requirements for MOUs and checklists to ensure full compliance with all SACS requirements.
2. Discuss Dr. Porter's proposed process regarding equivalence of foreign institutions.
3. Review the AOP and consider possible modifications including addition of the Quality Assurance Audit Teams, clearer reference to SACS in the AOP, and input from colleges' assessment of overseas programs.

JRD  
5-13-09
### OVERSEAS PARTNERSHIPS

<table>
<thead>
<tr>
<th>Type of Agreement</th>
<th>Type of Approval &amp; Review</th>
<th>Compliance Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Cooperative - No academic credit</td>
<td>- LON to SACS</td>
<td></td>
</tr>
</tbody>
</table>
| Transfer-Credit and provides course work on 3+1/2+2 includes an articulation agreement | - LOI  
- SCP to establish  
- Internal Review Process | -Follow our process for reviewing partner institutions to determine their equivalence to regionally accredited U.S. institutions.  
-SACS - safety, privacy, recruitment, etc. |
| Export | - LOI  
- SCP to establish  
- Internal Review Process | SACS - safety, privacy, recruitment, etc. |
| Dual Degree | - LOI  
- SCP to establish which includes a transfer matrix.  
- Internal Review Process | -Accepting credit  
-Follow our process for reviewing partner institutions to determine their equivalence to regionally accredited U.S. institutions.  
-SACS - safety, privacy, recruitment, etc. |
Minutes
Consortia Relationship Review Committee
May 27, 2009
Executive Conference Room

The committee met on May 27, 2009, in the Executive Conference Room. Participants included Dr. Scott Bailey for Dean Hines, Dr. Dianne Barron, Dr. John Dew, Ms. Somer Givens, Dr. Dianne Gossett for Dean Tatum, Dean Bill Richardson, Dr. Jim Rinehart, Dr. Candice Howard-Shaughnessy for Dean Andrew, Dr. Edith Smith, Dr. Lee Vardaman, and Dr. Mike Whitlock.

1. The committee approved the minutes from the May 12, 2009, meeting.

2. The committee reviewed the draft framework for developing MOUs in a manner that will ensure coverage of all SACS requirements. The current draft is attached. Committee members are requested to send any additional comments to Dr. Mike Whitlock as quickly as possible. Dr. Whitlock will examine current MOUs to determine if there is language important to the renewal or termination of a MOU that should be included in these guidelines.
   A revision to the Consortia Agreement Framework will be reviewed at our next meeting.

   Concurrent with this framework, Dr. Barron has been updating a checklist that the committee will be able to use to evaluate whether a proposed MOU meets the requirements in the guidance document.

3. The committee reviewed the information provided by Dr. Curt Porter at the May 12, 2009, meeting related to equivalencies of international institutions and their credit.

   The committee approved new draft language for the catalog that will be forwarded to the undergraduate and graduate councils for prompt review:

   “. . . regionally accredited U.S. institutions or foreign universities whose academic credits have been evaluated and determined to be the equivalent of a U.S. regionally accredited university.”

   Dr. Porter will work with Mr. Ray White to revise the work process for evaluating equivalency of international institutions and transfer credit into an AOP. This AOP needs to be ready to include in the response package to SACS by the end of July.

4. The committee reviewed AOP 1-6-09-01 for revisions and agreed to add an opening section on sources of evidence that will include review of MOU documents, the Quality Assurance Audit Teams, After-Action reports from faculty who teach at overseas locations, and student course evaluations from these locations. Item 1 under section 7 was amended to include reference to SACS in ensuring that partner institutions are appropriately representing their relationship with both Troy University and SACS. Dr. Barron will provide an additional
review of the current AOP to ensure that no requirements stated in the SACS policy have been omitted in the AOP.

5. Dr. Mike Whitlock reported that the Quality Assurance Audit Team will visit the teaching locations in Sharja, Ho Chi Minh City, Hanoi, and Malaysia in early July. Substantial progress has been made in preparing their checklist for reviewing activities at these locations.

6. The next meeting of the committee will be June 10, 2009, at 2 p.m. in the Executive Conference Room. Agenda items will include:

   a. Review of modifications to the Consortia Agreement Framework – Dr. Whitlock.
   b. Review of the checklist for evaluating Consortia Agreements – Dr. Barron.
   c. Status update on review of the language changes for the catalog by the undergraduate and graduate councils – Dr. Fulmer and Dr. Barron.
   d. Status on the draft AOP on determining equivalencies – Dr. Porter.
   e. Final suggestions for modifications to AOP 1-6-09-01 – Dr. Barron.

Please send additional agenda items to Dr. Dew as soon as possible.

JRD
5-28-09
The committee met on June 10, 2009, in the Executive Conference Room. Participants included Dr. Damon Andrew, Dr. Scott Bailey, Dr. Dianne Barron, Dr. John Dew, Dr. Hal Fulmer, Dr. Earl Ingram, Dr. Curt Porter, Dr. Jim Rinehart, Dr. Edith Smith, Dr. Henry Stewart, Dr. Lance Tatum, Dr. Lee Vardaman, and Dr. Mike Whitlock.

1. The committee approved the minutes from the May 27, 2009, meeting.

2. The committee approved the Consortia Agreement Framework as the guidance document for preparing consortia agreements with partner institutions.

3. The committee approved revisions to AOP 1-6-09-01 for the Consortia Relationship Oversight Committee, which expands the committee to include representatives that can review admissions, registration, marketing and communications, financial affairs, and student affairs. The revised AOP will continue to identify the overall requirements that the committee will review, but moves specific information to an Assessment Rubric. Dr. Dianne Barron will work with Mr. Ray White to move this revision through the Academic Steering Committee.

4. The committee reviewed and approved an Assessment Rubric that supplements AOP 1-6-09-01.

5. The committee reviewed a document referenced as Form 1 that provides examples of the types of documentation that are acceptable as evidence that compliance has been demonstrated in the Assessment Rubric. Dr. Smith will review the document for copyediting.

6. The committee reviewed a document referenced as “Elements Related to Consortia Relationships needed in Academic Policies.” It was decided that review of these elements would be a long term task for the committee.

7. Dr. Rinehart and Dr. Bailey shared the Quality Assurance Benchmarks Checklist that full-time faculty will use in reviewing the quality of academic programs. The committee approved the checklist with the addition of the name of the partner institution and a signature line for the faculty reviewer. The final product of a Quality Assurance Audit will be a report written by the audit team members, with the checklist as the document that provides structure to the audit. For the response to SACS, a completed checklist, with an example of a course syllabus, will be provided along with the final report.

8. The committee reviewed the first draft of a new AOP prepared by Dr. Porter for the review of credits and degrees earned at foreign institutions. The committee recommended removing the preface, focusing the document on the process, and moving...
sections A and B into appendices. Dr. Porter will revise the document and follow up with Mr. Ray White to finalize the AOP for the approval process.

The next committee meeting will be on June 24, 2009, at 2 p.m. in the Executive Conference Room. The agenda will be to review the development of documents that support the consortia oversight process and to discuss the first review of a consortia agreement.

The committee will also meet on July 15, 2009, at 2 p.m. in the Executive Conference Room to conduct the first review of a consortia agreement that has been prepared using the new framework, and to receive feedback from members of the Quality Assurance Audit Team that are going to overseas locations in early July.

JRD
6-11-09
Minutes
Consortia Relationship Review Committee
June 24, 2009, 2:00 p.m.
Executive Conference Room

Present: Dr. Damon Andrew, Dr. Scott Bailey, Dr. Dianne Barron, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Bill Richardson, Dr. Edith Smith, Dr. Mike Whitlock

Absent: Dr. Curt Porter (with notice), Dr. James Rinehart, Dr. Henry Stewart (with notice), Dr. Lance Tatum (with notice), and Dr. Lee Vardaman

Handouts: Draft of new MOU for Jubail, Oversight Rubric, new AOP to document the review process of credits and degrees earned at foreign institutions along with the memo from the International Admissions Office

Meeting Report:

1. Review status of update on modification of AOP 1-6-09-01 - The revised AOP was approved by the Academic Steering Committee (ASC) on June 16, 2009. Dr. Smith said that the attachments for the AOP are in the process of being finalized. The attachments are the oversight rubric and documents of evidence.

2. Review copyediting of Form 1 - types of evidence for use with the Assessment Rubric - At the last meeting, the committee discussed Form 1 and Dr. Smith agreed to copyedit the form. Dr. Smith reported that she took the comments and combined the two documents (items to be considered in the review along with a section of supporting documentation to back those up). She also corrected typos. She sent the revised form to Dr. Ingram. Dr. Ingram will have the form ready for the July 15th meeting so that the committee can finalize it.

3. Review status of new AOP to document process for review of credits and degrees earned at foreign institutions - Dr. Dew stated that Dr. Porter edited the AOP and sent it to Mr. Ray White. The AOP was sent out for comments and will be reviewed at the July 7th ASC meeting.

Dr. Barron distributed a copy of the new AOP with her comments. She said they would like to incorporate some of the words that will be used in the catalog to describe this relationship. She suggested that the form at the back of the AOP be eliminated and that a memo from the International Admissions Office be included. Attached to the memo would be a copy of the standard transfer credit request with a copy of the student's transcript. Dr. Ingram suggested including the certification at the bottom of the form so that it would only be one document.

Dr. Ingram asked Dr. Barron to send him an electronic copy of the AOP to send to Dr. Porter.

4. Issues related to development of the review processes or documents – Although the committee adopted the conceptual framework for consortia agreements at the last meeting,
Dr. Smith suggested adding more narrative to the first paragraph of the agreement for clarity in terms of understanding the nature of the relationship. She said that it would be helpful in explaining what exactly we are trying to do. Dr. Ingram suggested that we not put a label on the type of relationship because there is no set definition.

5. **Other discussions:**

Dr. Ingram gave the committee a copy of the new MOU for Jubail. The plan is to remove the old MOU from the draft substantive change prospectus and use the new MOU since it will ensure compliance with all SACS oversight requirements. Emily Brewer will send the committee an electronic copy of the new MOU draft. Dr. Ingram requested that the committee review the MOU using the oversight rubric and send any changes or comments to Dr. Whitlock by Monday, June 29th.

Dr. Ingram explained the nature of the relationship between TROY and the partnering institution in Jubail. The EMBA will be the only degree program offered at this new location. Jubail will only provide teaching facilities and administrative support. All academic credit awarded will be made by TROY and earned through completion of course work provided by TROY.

6. **Plans for July 15, 2009 meeting:**

   a. Review a rewritten consortia agreement using the oversight rubric. Dr. Ingram will have a revision for Hanoi University of Technology available for review.
   b. Discuss the pace for renewing and reviewing overseas consortia agreements.
   c. Plan to receive feedback from the Quality Assurance Audit Team (QAAT).

The next meeting is scheduled for July 15, 2009, at 2:00 p.m. in the Executive Conference Room. The meeting was adjourned at approximately 3:00 p.m.
Minutes  
Consortia Relationship Review Committee  
July 15, 2009, 2:00 p.m.  
Executive Conference Room  

Present: Dr. Damon Andrew, Dr. Scott Bailey, Dr. Dianne Barron, Ms. Emily Brewer, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Curt Porter, Dr. Bill Richardson, Dr. Jim Rinehart, Dr. Edith Smith, and Dr. Mike Whitlock

Absent: Dr. Henry Stewart (with notice), Dr. Lance Tatum, and Dr. Lee Vardaman (with notice)

Handouts: Agenda and Draft MOU for Hanoi University of Technology (HUT)

Meeting Report:

1. The committee approved the minutes from the last meeting on June 24, 2009.

2. *Discuss impressions from Quality Assurance Audit Team:*
   
   Dr. Rinehart shared with the committee pictures of his visit to four partner institutions: Putri, Hanoi University of Technology (HUT), Hanoi – College of Economics, and Saigon. Dr. Rinehart gave a brief summary of each site.
   
   a. Putri:
      
      i. There are about 126 students.
      
      ii. Poor technology resources. The computers did not have the appropriate Computer Science software.
      
      iii. The computers used 1999 software.
      
      iv. Every classroom had an overhead projector.
      
      v. Faculty members are provided with cubicles to work in.
      
      vi. The science labs provided microscopes.
   
   b. HUT:
      
      i. Computers and software were up to date, but students brought their own lab tops to class.
      
      ii. Faculty members are always available to assist students.
      
      iii. No textbooks. The faculty prints materials off the internet and binds the information to distribute to the students.
   
   c. Hanoi – College of Economics:
      
      i. No textbooks. Faculty provided information from online.
      
      ii. Students were eager to learn; faculty members were eager to teach.
   
   d. Saigon Technology:
      
      i. There are about 500 TROY students.
      
      ii. The facility was very nice.
      
      iii. Every classroom had an overhead projector.
      
      iv. There were security cameras in all classrooms.
      
      v. Students used their own lab tops.
      
      vi. Students were engaged.
      
      vii. No textbooks. Faculty provided materials from online.
Dr. Bailey gave a brief summary of his review of the four partner institutions:

a. Course design was good. Assignments seem to align with the student learning outcomes (SLOs). However, the SLOs did not match the SLOs for the college.

b. The faculty members provided syllabuses when the classes began.

c. Textbooks did not match the textbooks put on the master syllabuses.

d. Plenty of assessment.

e. He asked the faculty members to provide copies of major exams.

f. Faculty members were always available to help students. Office hours are informal.

g. All the faculty members were certified for the course they were teaching.

h. Most of the faculty members are part-time. There was only one full-time lecturer.

i. The only outcome assessment is done on Troy campus.

j. The individual courses were consistent with the rest of the university in terms of standard of achievement and program assessment.

k. The facilities were all adequate for the business courses.

l. Promotion material - no information on SACS

m. One of the syllabuses at Putri said that the course was associated with Troy University but the course was not a TROY course.

Summary: There were a total of eight classes observed at four partner institutions. Dr. Rinehart and Dr. Bailey used the Quality Assurance Audit Checklist to review course design, teaching learning assessment, faculty, programs and courses, facilities, technology, and promotion materials at the four partner institutions. The major issues that need to be addressed are textbooks, lack of faculty evaluation, lack of faculty oversight, lack of contract with appropriate ADC, not incorporated in the Troy University IE process, and MAPP test and placement test not administered.

Action plan: Dr. Bailey and Dr. Rinehart will provide a report by July 22, 2009. Then Drs. Bailey, Fulmer, Ingram, and Richardson will meet to review the report and address the issues found by the visit team. They will provide an electronic copy of the corrective action plan for the CRRC to review at the August 5th meeting.

3. **Review MOU for Saudi Arabia:**
   At the last CRRC meeting, the committee was asked to review a draft Jubail MOU and to send comments to Dr. Mike Whitlock for revisions. Dr. Whitlock will provide an electronic copy of the revised version for the committee to review using the Oversight Rubric. The committee will discuss the final Jubail MOU at the next CRRC meeting on July 22, 2009.

4. **Review MOU for Hanoi University of Technology (HUT):**
   The committee was asked to send any comments to Dr. Whitlock for modifications. An electronic copy of the revised version will be sent to the committee as soon as possible. The committee will discuss the draft HUT MOU at the next CRRC meeting on July 22, 2009. In addition, an electronic copy of the HUT MOU attachments (Articulation Agreement and AOP) will be sent to the committee to review for the July 22nd meeting.
5. **Discuss the pace for reviewing overseas consortia agreements:** Dr. Dew will meet with Dr. Ingram to discuss the list of consortia agreements and the pace at which the committee will review the consortia agreements.

6. **Next Meetings:**
   - July 22, 2009 – Review the revised version of Jubail MOU and the draft HUT MOU and attachments.
   - August 6, 2009 – Review the corrective action plan from the Quality Assurance Audit team visit.

The meeting was adjourned at 4:10 p.m.
Minutes
Consortia Relationship Review Committee
July 22, 2009, 2:30 p.m.
GAB Conference Room

Present: Dr. Scott Bailey, Dr. Dianne Barron, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Bill Richardson, Dr. Jim Rinehart, Dr. Henry Stewart, Dr. Lance Tatum, and Dr. Mike Whitlock.

Absent: Dr. Damon Andrew (with notice), Dr. Curt Porter (with notice), Dr. Edith Smith, Dr. Lee Vardaman (with notice).

Handouts: Draft Memorandum of Agreement for Hanoi University of Technology, QAAP Reports from Dr. Bailey and Dr. Rinehart, draft schedule for reviewing MOAs in 2009 – 2010.

1. The committee reviewed the written reports from Dr. Bailey and Dr. Rinehart and reconfirmed the decision in the previous meeting (July 15, 2009) that a team that includes representatives from the College of Arts and Sciences, the Sorrell College of Business, and Global Campus would meet to develop a Plan For Further Improvement for the areas where the overseas programs did not meet expectations and would be prepared to present this plan to the committee at its next meeting on August 6, 2009, with Dr. Ingram taking responsibility to ensure this is done.

2. The committee reviewed and approved the MOA with Jubail Industrial College which was distributed at the previous meeting.

3. The committee reviewed the draft MOA for Hanoi University of Technology (HUT) and provided recommendations for modifications to Dr. Whitlock, including:
   a. Review of the references to appendixes to make sure they are in correct sequence.
   b. Clarifying that overseas faculty will demonstrate their English language proficiency as part of the hiring interview process.
   c. Clarifying that only the Provost of the University has the final authority to modify academic programs.
   d. Clarifying that program outcomes will be assessed by appropriate academic officials and that Plans for Further Improvement will be included in all assessments.
   e. Reference the statement regarding SACS-COC accreditation to the SACS Joint Curricular Ventures policy document.
   f. Clarifying that students will have access to textbooks that are assigned in the course syllabuses.

   Dr. Whitlock will revise the MOA for HUT and will bring the revision back to the committee for review and approval at the August 6, 2009, meeting.

4. The committee discussed plans for going forward with the review of other consortia relations during the upcoming academic year. It is important to develop an effective MOA
for a 2+2 program, and for the 1-2-1 model used with universities in China. Once MOAs have been approved in each of these areas, the university will have established templates for all future MOAs, which should enable the committee to accelerate its review process. The committee agreed on the following plan:

September 2009  Review a proposed MOA for a new joint venture under consideration in Cambodia as a 2+2 program.

October 2009  Complete reviews of MOAs for other institutions similar to the HUT MOA, including Vietnam National University – Economics, Vietnam National University – Technology, Saigon Technical University, and Sharjah.

January 2010  Review initial MOAs for agreements with Chinese universities, starting with Soochow University, Xian University of Science and Technology, and Yunnan University.

February 2010  Continue review of MOAs for Chinese universities.

March 2010  Review MOAs for Pusan University of Foreign Studies and Vyatka State University.

April 2010  Review MOA for Putra International College.

5. The committee discussed the scope of its activities and agreed that to provide effective oversight of the quality and integrity of consortia relationships it needs to include the review of proposed MOAs to ensure they meet SACS requirements, the review of signed MOAs to ensure SACS requirements have not been altered, the review of reports of the Quality Assurance Audit Teams, the review of Plans For Further Improvement resulting from the audit team visits, and verification that improvement plans have been implemented and are effective.

6. The next meeting will be on August 6, 2009, at 1:30 p.m. in the Executive Conference Room in the Adams Administration Building. The agenda will include:

a. Final Review of the HUT MOA
b. Review of the Plans For Further Improvement for Malaysia and Vietnam
c. Review of QAAT report for Sharjah, if ready.
d. Discussion of preparations for September 2009 meeting.
Minutes
Consortia Relationship Review Committee
August 6, 2009, 1:30 p.m.
Executive Conference Room

Present: Dr. Scott Bailey (via phone), Dr. Dianne Barron, Ms. Emily Brewer, Dr. John Dew, Dr. Hal Fulmer, Ms. Somer Givens, Dr. Earl Ingram, Dr. Curt Porter, Dr. Bill Richardson, Dr. Jim Rinehart, Dr. Edith Smith, Dr. Lance Tatum, and Dr. Mike Whitlock

Absent: Dr. Damon Andrew (with notice), Dr. Henry Stewart (with notice), and Dr. Lee Varadman

Handouts: Revised corrective action plan from QAAT, Revised HUT MOA and evidence of course or program transfer credits

I. Call to order
Dr. John Dew called to order the regular meeting of the Consortia Relationship Review Committee (CRRC) at 1:30 p.m. on August 6, 2009, in the Executive Conference Room.

II. Approval of minutes from last meeting
The minutes from the last meeting on July 22, 2009, were approved.

III. Discussion items
a) Corrective Action Plan for Malaysia and Vietnam – The committee was asked to review the corrective action plan from the Quality Assurance Audit Team (QAAT) visits. Dr. Ingram noted that the corrective action plan indicates a process that is in place to deal with issues that were identified in the syllabuses that relate to objectives, student learning outcomes, and textbooks. The process would create a base from which the correct information would be derived and there would be a preview and review process to ensure and improve communication of the master syllabuses, as well as, communicating the expectations of the discipline chairs for each course to the faculty members overseas. Therefore, there needs to be a group of faculty overseas to communicate directly to the chair of an academic discipline committee.

Dr. Ingram suggested that we have an Associate Director of Academics for the International Region that would facilitate communication related to institutional effectiveness and academic issues, policy and practice, as well as, administer the Measurement of Academic Proficiency and Progress (MAPP). This individual would report directly to the Director of the International Region.

Dr. Bailey agreed that the corrective action plan addressed the issues related to the Sorrell College of Business. He suggested that another paragraph be added to address the issues related the College of Arts and Sciences.
The committee provided the following recommendations for modifications:

a. Create a new second paragraph that states the establishment of an academic coordinator in the International Region.
b. Break the first item into four separate action steps.
c. Replace "Global Campus chair" in the second paragraph to "appropriate discipline chair."
d. Rephrase the terms “will be addressed immediately,” “will be addressed soon,” and “has been addressed.”

Dr. Rinehart will develop a second draft, and Drs. Rinehart, Bailey and Ingram will work together on the language. The revised corrective plan will be sent back to the committee by August 11, 2009, for a final review. Dr. Dew asked the committee to respond electronically.

b) Revised Hanoi University of Technology (HUT) MOA – The committee reviewed the revised MOA for HUT. Dr. Whitlock incorporated the recommendations from the last CRRC meeting. The committee agreed that a narrative paragraph be added to the top of the conversion course chart (Attachment A) to clarify that the courses were designed by HUT for their students to transfer to TROY based upon existing courses offered at TROY. Dr. Dew suggested we include in the statement that HUT traditionally did not have courses like TROY’s.

Dr. Porter noted that most international universities are trying to create a first-two-year program that is designed as an American degree transfer program.

Dr. Dew asked if we had a report from the faculty member who examined programs at Sharja. Dr. Whitlock stated that the report was not performed to the same extent as the audits that were done in Malaysia and Vietnam and, while useful, will not be considered as a quality assurance audit.

c) Course or program transfer credits – Two examples of a course or program transfer credits were distributed for the committee’s approval. The first example was Appendix D, which deals with a student transferring in from one of TROY’s partner institutions, and the second example was Appendix C, which deals with a student transferring in from a non-partner institution. Dr. Dew noted that the two examples would be given to SACS as evidence of how we review transfer credits coming in from international institutions.

Dr. Ingram indicated a third situation that does not involve transfer credit. This is when someone comes in with a complete undergraduate degree and now is being admitted to a graduate program. This type of situation does not fit in with the current Appendices C and D, which both involve transfer credit. Dr. Porter showed the committee a form that is currently being used during admissions for all students that shows their schools, majors, advisor, what
degrees they have, where they came from, and whether they have English proficiency.

The committee deliberated and decided to include Dr. Porter’s form as Appendix E of the AOP for students that are admitted that already have a degree. The group agreed to take it back to the Academic Steering Committee for approval on August 18, 2009. This would include a minor revision to the AOP, in addition to a reference in Appendix B on how to use Appendix E. Dr. Dew stated that the change would not be included in the current documentation to SACS. Dr. Ingram asked Dr. Porter to ensure that the form fits all circumstances.

IV. Next Meeting in September
   a) Review the proposed MOA for Cambodia.

V. Adjournment
   Dr. John Dew adjourned the meeting at approximately 3:00 p.m.
3.4.7 Supporting Documentation

3. Quality Assurance Audit Visit,
July 2009 Report (excerpt)
Executive Summary

Troy Global Campus conducted site audits for the following locations during the period 3-12 July 2009:

Putra International College, Melaka, Malaysia
Hanoi University of Technology, Hanoi, Vietnam
College of Economics, Vietnam National University, Hanoi, Vietnam
Saigon Technology University, Ho Chi Minh City, Vietnam

The participating team members were Dr. Scott Bailey, Associate Dean for the Sorrell College of Business, Troy Global Campus and Dr. Jim Rinehart, Associate Dean for the College of Arts and Sciences, Troy Global Campus

In general, the assessment for business programs is very positive. The faculty, students, administration, and facilities are comparable to other TGC sites. There are some issues that are being addressed – none of which should be difficult to correct.

We looked at the following:

Course Design
Teaching and Learning
Assessment
Feedback
Faculty
Programs and Courses
Facilities and Technology
Promotional Material

We were not able to see business classes at Putra International College in Malaysia, so the comments below pertain to the programs in Vietnam, only, except as noted by *.

Course Design – Performance expectations are communicated and adequate time is spent on topics. Assessments are aligned to course learning outcomes, but in some cases the SLOs do not match the master syllabus. This will be corrected through TGC business chairs.
Teaching and Learning – Syllabi are provided to the students at the beginning of (or before) the course. In some cases they do not include SLOs. This will be corrected through TGC chairs. Textbooks in some cases do not match the master syllabus or are old editions.

Assessment – There are sufficient assessments. We have asked that copies of the major exams be provided for review.

Feedback - Feedback is provided, and faculty are available to students during office hours.

Faculty – The faculty that we reviewed were each certified for the TROY course they were teaching. They each go through the same certification process as other faculty at TROY. Some have a defined role in student advising, unlike part time faculty at domestic TGC sites. Outcome assessment is accomplished in TGC by full time faculty. Review of part time faculty will follow the same procedures as other part time faculty in TGC.

Programs and Courses – Individual courses appear consistent with those at other TROY locations in terms of content, rigor, and standards of achievement. Program assessment will be accomplished at Troy – none is in evidence at the sites.

Facilities and Technology* – Facilities, hardware, and software are adequate.

Promotional Material* – We saw no mention of SACS in promotional material at the site. We have not yet checked the websites. One of the syllabi at Putra mentions TROY in an inappropriate manner. We will ask that this notation be changed.
**Business programs**

**Putra International College**
We first visited Putra International College in Melaka, Malaysia. No TROY business courses were available for review, but I was able to confirm that non-TROY courses are conducted by partner faculty in English and with a high degree of dedication on the part of the instructor by viewing one non-TROY course.

The following TROY business courses were taught the term we visited:

**Malaysia (PIC)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 4491</td>
<td>Dr. Judith Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 4494</td>
<td>Dr. Edward Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Jacqueline Looi</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3331</td>
<td>Dr. Berry Zeigler</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4432</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4435</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4437</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4439</td>
<td>Dr. Rodney Blackwell</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3373</td>
<td>Siti Zahela</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3375</td>
<td>Joyce Chiam</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 4478</td>
<td>Koe Wei Loon</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Facilities and technology**
The College is housed in a resort complex purchased by the owners of the College. There are sufficient dorm rooms to accommodate the 126 students. The rooms and amenities are comparable to those in
Hanoi University of Technology

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 4476</td>
<td>Dr. Barbara Minsky</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MKT 3365</td>
<td>Dr. Francia Piron</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Bach Ngoc Thang</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3332</td>
<td>Duc Tran Viet</td>
<td>Yes</td>
<td></td>
<td>Pending receipt</td>
<td></td>
</tr>
<tr>
<td>IS 3300</td>
<td>Pham Huu Tung</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 3300 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
College of Economics

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2251</td>
<td>Nguyen Minh Thao</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Dao Thi Bich Thuy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No SLO’s identified</td>
</tr>
</tbody>
</table>

We visited an ECO 2251 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
Saigon Technology University

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified?</th>
<th>Syllabus Available?</th>
<th>Correct Text?</th>
<th>Correct SLO's?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 2292</td>
<td>Dr. Stanley Lewis</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 3395</td>
<td>Dr. Bob Cluskey</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 2241</td>
<td>Dr. Dinh Ba Tien</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 3300</td>
<td>Dr. Nguyen Ha Minh</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 2241 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
Quality Assurance Benchmarks Checklist – Academic programs

Course: ECO 2251  Instructor: Dr. Thuy  Term: T5 09
Location: COE VN  Evaluator: Bailey  Date: 7-8-2009

Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is tested in some manner in the graded assignments for the course.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>The syllabus should include SLOs from the master syllabus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performance</td>
<td>X</td>
<td></td>
<td>The instructor describes the structure of the exam prior to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectations</td>
<td></td>
<td></td>
<td>students taking it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prior to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adequate</td>
<td>X</td>
<td></td>
<td>The syllabus appears well constructed for this purpose. Ample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time is spent</td>
<td></td>
<td></td>
<td>time is available for questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for mastery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teaching and Learning

**Goal:** Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment &amp; grading information is made available to students on the first day of class.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>The syllabus should include SLOs from the master syllabus.</td>
</tr>
<tr>
<td>• The correct textbook is being used, as per the course syllabus.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>The textbook in use is an old edition of one of the approved texts in the master syllabus.</td>
</tr>
</tbody>
</table>
**Assessment**

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Comments/Examples</th>
<th>Are the specific criteria met?</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning.</td>
<td>Exams were not available, but the syllabus indicates a high level of rigor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- X

- Not enough information

- Does not meet expectations

- Meets expectations

- Exceeds expectations

- Not enough information
### Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The instructor was very engaging with the class. The constant requirement of interaction indicated that other forms of feedback would be available.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>These are informal, on an as-needed basis, but the instructor is in the office daily.</td>
</tr>
</tbody>
</table>
### Faculty

**Goal:** Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty have a defined role in advising</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty have defined role in outcome assessment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is handled in the same way as for other TGC sites.</td>
</tr>
<tr>
<td>Faculty are reviewed for excellence in teaching</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is the first review of TROY faculty by other TROY faculty at this location.</td>
</tr>
</tbody>
</table>
## Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
</tr>
<tr>
<td>- Courses involve appropriate evaluation of student work.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There are several assessments.</td>
</tr>
<tr>
<td>- Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>This course and program is approved like any other within the system.</td>
</tr>
<tr>
<td>- Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
</tr>
<tr>
<td>- Standard of achievement is equivalent to standard</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>There appears to be no difference in standard of achievement.</td>
</tr>
<tr>
<td>at all Troy University locations</td>
<td>X</td>
<td>This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB TGC chairs will incorporate the faculty into the annual review process.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- There is clear definition of how qualified faculty periodically review courses and programs.
## Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The classroom was of adequate size and not crowded. There was a microphone and speaker for the professor.</td>
</tr>
</tbody>
</table>
## Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: &quot;Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree,</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
</tbody>
</table>
- TROY will allow the use of the name "Troy University" with the name [the site]/Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site]/Campus.

| master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students. |
|---|---|---|---|
| X | No discrepancies noted. |
Quality Assurance Benchmarks Checklist – Academic programs

Course: IS 2241  Instructor: Dr. Dinh Ba Tien  Term: T5 09

Location: STU VN  Evaluator: Bailey  Date: 7-10-2009

Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Many SLOs are shown in the syllabus but they do not match the master syllabus. Assessments do</td>
</tr>
<tr>
<td>Tested in some manner in the graded assignments for the course.</td>
<td></td>
<td></td>
<td>Seem aligned with those listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performance expectations are communicated to students prior to the assessment.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adequate time is spent on topics for mastery of the material.</td>
<td>X</td>
<td></td>
<td>The syllabus appears well constructed for this purpose. Ample time is available for questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Teaching and Learning

**Goal:** Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment &amp; grading information is made available to students on the first day of class.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>The SLOs should match the SLOs from the master syllabus.</td>
</tr>
<tr>
<td>• The correct textbook is being used, as per the course syllabus.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The textbook in use matches the master syllabus. The instructor checks the website often, and is very knowledgeable about the process of textbook approval.</td>
</tr>
</tbody>
</table>
**Assessment**

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There are a variety of different assessments employed.</td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Exams were not available.</td>
</tr>
</tbody>
</table>
Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Feedback, in terms of review of exams, is covered in the syllabus. There was excellent interaction and feedback throughout the class.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Office hours are mentioned in the syllabus and distributed to the students.</td>
</tr>
</tbody>
</table>
### Goal: Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have a defined role in advising</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The instructor is very active in advising</td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is handled in the same way as for other TGC sites.</td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>This is the first review of TROY faculty by other TROY faculty at this location.</td>
</tr>
</tbody>
</table>
# Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
</tr>
<tr>
<td>• Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>There are several assessments.</td>
</tr>
<tr>
<td>• Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>This course and program is approved like any other within the system.</td>
</tr>
<tr>
<td>• Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
</tr>
<tr>
<td>• Standard of achievement is equivalent to standard</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>There appears to be no difference in standard of achievement.</td>
</tr>
<tr>
<td>at all Troy University locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is clear definition of how qualified faculty periodically review courses and programs.</td>
<td>X</td>
<td>This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB TGC chairs will incorporate the faculty into the annual review process.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The classroom was of adequate size and not crowded. The lab was small but adequate.</td>
</tr>
<tr>
<td>• Computer hardware is adequate for course delivery and student use</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>There was a laptop for the professor’s use and a good digital projector and screen.</td>
</tr>
<tr>
<td>• Computer software is adequate for course delivery and student use</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>All aspects of Microsoft Office 2007 were covered.</td>
</tr>
</tbody>
</table>
### Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: &quot;Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree,&quot;</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
</tbody>
</table>
*TROY will allow the use of the name "Troy University" with the name [the site]Campus underneath the TROY name to designate the site. [The site]will be named as Troy University [the site]Campus.*

| master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students. " |
|---|---|---|
| | X | No discrepancies noted. |
3.4.7 Supporting Documentation

August 6, 2009

MEMORANDUM

TO: Dr. John Dew, Chair, Consortia Relationship Review Committee

FROM: Dr. Earl Ingram, Vice Chancellor, TROY Global Campus

SUBJECT: Quality Assurance Audit Team Report Response: Corrective Action Plan

In July 2009, an academic team representing the Sorrell College of Business and the College of Arts and Sciences conducted a comprehensive audit of four Troy University partner universities in Southeast Asia: (1) Putra International College, Melaka, Malaysia; (2) Hanoi University of Technology (Hanoi, Vietnam); (3) Vietnam National University, Colleges of Economics and Technology (Hanoi, Vietnam); and (4) Saigon Technology University (Ho Chi Minh City, Vietnam). Apart from confirming compliance across most of the array of points articulated Checklist to be reviewed as part of the Quality Assurance Audit, these audits identified some significant areas of opportunity for improving the delivery of Troy University degree programs at these sites.

The purpose of this memo is to establish a corrective action plan that outlines procedures and the means to ensure substantive and continuous improvement in three specific academic areas: teaching resources, faculty management and communication, and institutional effectiveness.

1. Teaching Resources

    • Textbook Availability

    The issue of textbook availability has been addressed elsewhere in the response to the SACS-COC on-site visiting team’s concerns. At partner institutions, TROY will provide one of two options to students: (1) present one copy of the texts for every two students, or (2) if available, provide an e-textbook for each student at a discounted price.

2. Faculty Management and Communication

    • Lack of faculty evaluation

    • Lack of faculty oversight

    • Lack of contact with the appropriate Academic Discipline Committee/Discipline Coordinating Committee

Troy University will establish the new position of Associate Director for Academic Operations (Regional ADA) for the International Region. This individual will be based in Troy, AL, and carry out the task of facilitating and coordinating academic activities.
between TROY faculty at partner institutions, the college, and the appropriate Academic Discipline Committees and academic chairs. Such a linkage will ensure that syllabi, learning outcomes, textbooks, faculty evaluations, and academic rigor are consistent with standards established and administered by the college. The Regional ADA will coordinate with the appropriate college chairs overseeing Global Campus faculty to ensure that faculty evaluations for full and part-time faculty teaching in the International Region are completed each year. The Regional ADA will be responsible for distributing master syllabi to TROY faculty at partner institutions and will coordinate reviewing actual course syllabi with college chairs and faculty teaching in the International Region to ensure compliance.

3. Institutional Effectiveness

- Partner institutions are not effectively incorporated into the TROY IE Plan
- MAPP and Placement tests are not administered

The Regional ADA, as a newly established coordinating link between academic operations in the region and the TROY Office of Institutional Research, Planning and Effectiveness (specifically with the Global Campus Director of IRPE who reports to the Associate VC for Institutional Effectiveness), will be responsible for implementing institutional effectiveness plans at the partner sites as part of the overall TROY IE Plan.

Beginning fall 2009, the MAPP and placement tests will be administered at partner institutions under the supervision of the Regional ADA.
3.4.7 Supporting Documentation

5. Framework for Consortia Agreements
Consortia Agreement Framework

Definition of relationship between Troy University and partner institution
  Preliminary discussions and sequence to be followed
  Type of anticipated relationship (contract, agreement, partnership, consortia agreement, MOU, less than 25%, more than 25%, all instruction in English, some instruction in host country language)

Purpose statement of the agreement
  The purpose of this agreement is to provide educational opportunities in the partner country. Elaborate further …

  Troy University ensures the quality of educational program and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Period of the agreement
  From_____ to_____ or renewal based on annual review

Conditions for renewal, renegotiation or cancellation of the agreement
  Partner performance and fiscal review
  Troy performance and fiscal review

Mandatory requirements of agreement

Responsibilities of Troy University
  1. Institutional mission – state the mission
  2. Governance agreements –
  3. Educational Programs – credit or non-credit
     a. Responsibility for curriculum and academic program coordination, planning and scheduling of courses (syllabi, textbooks, _______)
     b. Oversight of student performance
     c. Oversight of course content and level of instruction
     d. Assessment of student learning outcomes
  4. Faculty
     a. Faculty certification of competency to teach courses
     b. Language proficiency
     c. Faculty evaluation
     d. Faculty development
  5. Program administration responsibilities for Troy University
     a. Admissions
     b. Academic policies
     c. Award of credit
     d. Transcripts – protection of student records and confidentiality of information
     e. Transfer credit
     f. Articulation agreement
  6. Academic support services
     a. Advising
b. Library resources
c. Technology use

7. Student support services
   a. Recruitment - advertising must be approved by Troy University. Only the following statement may be used related to SACS accreditation:
      “Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor’s degree, master’s degree and the education specialist degree. [Partner institution] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [partner institution] or its students. Although Troy University accepts certain [partner university] course work in transfer, other colleges and universities may not accept this work in transfer, even if it appears on a transcript from Troy University.”
   b. Performance of students academically
   c. Student behavior is in compliance with Troy University Code of Conduct
d. Provide a safe environment
e. Facilities – Adequate size to support learning
f. Housing

8. Financial Administration
   a. Tuition and fees
   b. Adherence to a consistent refund policy
c. Travel – visa,
d. Housing – faculty
e. Insurance

**Responsibilities of partner institution**

1. Institutional mission – state the mission the partner institution
2. Governance agreements –
3. Educational Programs – credit or non-credit
   a. Provide Troy University with basis for status for operation in the host country
   b. Provide evidence that partner course content is comparable to course content at Troy University as documented in the Substantive Change Prospective.
   c. Provide evidence that the standard of student achievement is comparable to student achievement at Troy University
4. Faculty
   a. Provide evidence that the partner institution’s faculty are appropriately qualified in their respective fields through a professional VITA and review of transcripts
   b. Provide assurance of faculty language proficiency
   c. Ensure adequate faculty evaluation of partner institution faculty
   d. Ensure adequate faculty development for partner institution faculty
e. Provide access to Troy University to faculty records
5. Program administration responsibilities for partner institution
   a. Provide evidence that students at partner institutions are properly enrolled at Troy University prior to registering for Troy University courses
b. Provide evidence that international students admitted abroad meet the same admissions requirements as those admitted on the Troy University campus

c. Provide evidence that all academic credit earned at the partner institutions are applicable to degree programs at Troy University

d. Provide evidence that partner institution transcripts clearly and accurately describe individual courses and the providing institution

e. Provide Troy University access to student records

6. Academic support services
   a. Provide evidence of a professional advising staff
   b. Ensure access to Troy University Library resources
   c. Ensure access to learning materials and technology

7. Student support services
   a. Provide evidence of a safe environment
   b. Provide evidence of adequate facilities

8. Financial Administration
   a. Ensure that all partner institution students understand Troy University tuition and fees
   b. Ensure that all partner institution students understand Troy University refund policy
   c. All liability insurance for activities at the partner institutions facilities are the responsibility of the partner institution
3.4.7 Supporting Documentation

6. Hanoi University of Technology
Oversight Rubric and Review Document
### Oversight Rubric

Consortia Relationship Review Committee  Attachment for AOP 1-6-09-01

**Name of Partner Institution:** Hanoi University of Technology (HUT)  
**Date Reviewed:** 8/6/2009

**DIRECTIONS:** Elements of this rubric will be reviewed using suggested "supporting documentation" outlined on Form 1. Committee subcommittees will be assigned to review and report to the committee on specific elements of the consortial relationship for compliance with SACS-COC Principles and SAC-COC Policy and Guidelines on Joint Curricular Ventures Involving the Award of Credit by Member Institutions. Attach "supporting documentation" to the completed rubric.

<table>
<thead>
<tr>
<th></th>
<th>Not in Compliance</th>
<th>Needs Further Documentation</th>
<th>In Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Courses and programs offered through the Consortia Agreement are congruent with the educational purpose and goals of TROY University and approved and controlled by TROY faculty and administration. (CR 2.7.2, 2.7.3; CS 3.4.1, 3.4.10, 3.12.1, 3.13.1; FR 4.2, 4.4)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Admission procedures and practices are consistent with the University mission and published admission and language proficiency criteria. (CS 3.4.3, CS 3.4.4, CS 3.6.4; FR 4.3)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>The practice of awarding, transferring, evaluating and recording credit in the consortia program is consistent with TROY University practice and published policies. (CS 3.4.4, 3.4.5, 3.4.6, 3.4.1, 3.6.2, 3.6.3, 3.9.2; FR 4.3)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>TROY faculty teaching courses in the consortia program are qualified and are reviewed for competency. When TROY has not employed the faculty, credits accepted into the program have been evaluated as equivalent to TROY course by an accepted academic evaluation service and guidelines from the Commission on Colleges. (CR 2.8, 2.7.4, CS 3.2.9, 3.5.2, 3.7.1, 3.7.2)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>The facilities and student access to library/information resources necessary to support program offerings, through this agreement, are adequate and appropriate to the mission of TROY University. (CR 2.9; CS 3.8.1; 3.8.2, 3.8.3)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>TROY University has the financial capacity and can provide full accountability for the support of the consortia relationship without diminishing its financial support of the U.S. campuses. (CR 2.11.1, CS 3.10)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Public communications and recruiting practices meet standards published in TROY University Communications policy. (CS 3.14, 3.14.1; FR 4.6)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Not in Compliance</td>
<td>Needs Further Documentation</td>
<td>In Compliance</td>
</tr>
<tr>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Committee Recommendation**

- _____ Recommend Continuance
- _____ Recommend Continuance with Conditions
- _____ Recommend Termination

**Summative Report and Conditions (when Appropriate):**

Attach additional pages

Signature: [John R. Den]  
CRRC Chair  
Date: 8-10-2009

**Follow Up (Maintained by CRRC Chair)**

**Recommended Continuance with Conditions:**
- Action Plan Submitted (attach copy)  
  Date: ______________
- Review of Plan's Effectiveness (completed at end of next AY and submitted with next annual review)  
  Date: ______________

**Recommended Termination:**
- Action taken to Remove References to TROY University by former partner  
  Date: ______________
- Implementation of Appropriate Teach-Out Agreements  
  Date: ______________
- SACS notification  
  Date: ______________
- Teach-Out Completed  
  Date: ______________
A MEMORANDUM OF AGREEMENT BETWEEN TROY UNIVERSITY AND HANOI UNIVERSITY OF TECHNOLOGY

Both parties discussed the relevant matters with common interest and reached agreement on the following collaboration items based on equality, mutual respect and mutual benefit.

Conditions of agreement
This Memorandum represents the agreement between the parties with respect to its subject matter and supersedes any prior and/or contemporaneous discussions, representations, or agreements, whether written or oral, of the parties regarding this subject matter. Any other activities that are undertaken will be incorporated as “Appendices”. Purported amendments or changes shall be of no force or effect unless they are in writing and signed by duly authorized representatives of the parties. Both parties acknowledge having read the terms and conditions set forth in this Memorandum of Agreement, understand all terms and conditions, and agree to be bound thereby.

This agreement is made and entered into on the 6 day of August, 2009 by and between Troy University (henceforth TROY), Adams Administration Building, Troy, Alabama 36082, a state university in the State of Alabama, United States of America, and Hanoi University of Technology (henceforth HUT), a public university in Hanoi, Vietnam located at__________.

Definition of relationship between Troy University and partner institution
In accordance with the Troy University mission to provide educational opportunities for a diverse student body in traditional and emerging electronic format, TROY enters this Memorandum of Agreement with HUT. TROY will offer the Bachelor of Science in Business Administration (BSBA) and the Bachelor of Science in Computer Science (BSCS), at the HUT campus in HANOI, VIETNAM after authorization by the appropriate academic committees at TROY and HUT. Academic credit awarded in association with this agreement will be made by TROY and earned through completion of course work provided by TROY-certified faculty and by transfer of approved courses identified in the attached transfer matrix (Appendix A). TROY will maintain oversight of advertising and recruitment, admissions, appointment of faculty, content and rigor of course/programs, evaluation of student work, outcomes assessment, academic advising, and student support services. TROY will ensure the quality of educational programs and courses offered through the consortia relationship, ensure ongoing compliance with the SACS-COC Principles of Accreditation, and evaluate the consortia relationship against the purpose of the institution. HUT will provide teaching facilities, office space, and limited administrative support.
**Purpose statement**

The purpose of this agreement is to provide educational opportunities in Vietnam. Offering programs internationally is part of TROY’s mission statement ([http://www.troy.edu/mission.htm](http://www.troy.edu/mission.htm)).

**Period of the Agreement**

This agreement is for a period of four years commencing on ____ , 2009 and ending on the ____ , 2013, and subject to each party’s fulfillment of fiscal and academic responsibilities. The agreement will be reviewed annually. Conditions for renewal, renegotiation or cancellation of the agreement are presented below.

**Conditions for renewal, renegotiation or cancellation of the Agreement**

1. The TROY BSBA and BSCS degree programs on the HUT campus will be offered under the condition of periodic review (at least once a year) by the appropriate faculty, dean, and Consortia Review Committee and only after the date the Chancellor of Troy University approves this agreement. However, no advertising of the program or its courses may occur until full approval by the accrediting agency, the college, and the University is granted in the USA and by the appropriate accreditation and/or governmental agencies of Viet Nam. After the aforementioned approval is obtained, classes will commence only when student enrollments are sufficient for program financial viability. Violation of these conditions renders this Agreement null and void.

2. HUT or TROY may terminate this Agreement, with immediate effect, if the other party participates in, or is a party to illegal activities.

3. If either party breaks the terms and conditions included in this Agreement, this Memorandum of Agreement may be terminated with 30 days notice. All financial obligations resulting from the actions of the party breaking the terms and conditions will be immediately due and payable.

4. No less than once a year the partners will meet to discuss the operation of each degree of this agreement and to decide if the degree is meeting its objectives, is sustainable, and remains within the mission of each partner’s institution. Based on this discussion and analyses, a decision to either continue the Agreement, in whole or in part, or develop an exit strategy will be made.

5. The parties may terminate this Agreement by mutual consent. Activities already in process may be completed. Either party shall be reimbursed costs incurred in concluding the work in
progress. All funds due either party for the balance of any and all contractual relationships will be immediately due and payable within 30 days upon termination. All costs associated with the termination shall be allowable including all costs or non-cancelable commitments incurred prior to the receipt of the notice of termination, all legal costs, and other costs.

6. In the event of termination both parties agree to carry out commitments to ensure the students enrolled in the programs have the opportunity to finish and complete the BS degree program within three years. In order to fulfill this obligation a teach-out plan will be formulated for each student, outlining the opportunities that they have to finish their degree either by transfer to or through Troy’s eCampus.

Responsibilities of Troy University

Governance

1. TROY will establish a TROY teaching site at HUT for the purpose of delivering the courses necessary to complete all requirements for the BSBA and BSCS by TROY-certified faculty.

2. TROY assumes full responsibility in assuring the integrity of the academic program and administrative practices. TROY ensures oversight of the academic and administrative elements of the Agreement and is responsible for assuring adherence to the SACS-COC Principles of Accreditation.

3. Troy University Vice Chancellor of Global Campus will determine the number of support positions required at HUT to perform clerical duties on behalf of TROY. TROY will employ a resident full-time TROY coordinator in Hanoi, Viet Nam when 200 or more students are enrolled in TROY programs.

4. TROY retains full and complete authority on the admission requirements of all students into the TROY degree program. Applicants to the TROY degree programs offered on the HUT campus must meet the admission requirements of international students admitted on a U.S. campus in effect at the time of application.

5. Students must meet all TROY and HUT admission requirements, regulations and procedures in effect at the time of enrollment with TROY.

6. All students must meet the English proficiency requirements as posted in the Troy Undergraduate Catalog.

7. Each TROY program student applicant will pay a one-time application fee to TROY. The fee charged may be adjusted on an annual basis by TROY.
8. TROY shall notify HUT, in writing, by the end of a three-week period from the date of the submission of a student’s complete application packet, whether the student’s application has been accepted or rejected.

9. All students enrolled in the TROY BSBA and BSCS degree programs at the HUT campus must enroll in at least one TROY course each term after being unconditionally admitted to TROY.

10. TROY and HUT will establish reasonable tuition rates and fees considering services rendered, equipment furnished, and operating costs. Tuition and fees will be set by mutual agreement between both parties and will be mutually reviewed on an annual basis.

11. The process of the collection and refunding of tuition and fees shall be clearly defined and follow established and ethical standards in accordance with the financial policies Troy University.

12. TROY and HUT will not levy any additional tuition fees to students beyond the fees mutually agreed to for tuition, books, applications, transcripts or commencement.

13. TROY will assume responsibility for paying the cost of license or test fees for any mandatory student examinations. TROY will not pay fees for any examination required for admission.

14. Transfer credit will only be accepted at TROY when students have met TROY unconditional admission standards.

15. Students who transfer to U.S. TROY campuses will be required to pay the tuition and fees established at the respective campus. If HUT executes an agreement with the International Office of Troy University for student referrals, HUT shall receive a percentage of this tuition. The conditions of that separate agreement will apply and remain separate from this agreement.

16. Official records of the academic credit awarded by TROY will be maintained at the Troy, Alabama campus and will follow established TROY policies for reporting credit, identifying course, term, and institution where the credit was earned. All records will be maintained at the Troy, Alabama campus, in a safe environment. Confidentiality of students’ records will be maintained.

17. TROY guarantees that upon successful completion of a TROY program and satisfying all TROY graduation requirements and financial obligations, students will be conferred the appropriate degree and awarded a TROY diploma. TROY diplomas awarded to students graduating from a TROY program at HUT will be identical in every aspect to the diplomas awarded by TROY at other locations.
18. TROY is responsible for all taxes, fees and licenses in the United States associated with this agreement. HUT will not be held responsible for late or non-payment of these licenses, fees, and taxes by TROY.

Faculty

1. TROY full-time and part-time faculty teaching in TROY programs at HUT must be certified and meet the same accreditation standards as faculty teaching at domestic locations. Faculty must have demonstrated their English language proficiency to TROY personnel during the interview process.
2. TROY-certified faculty will teach all TROY courses offered at HUT.
3. TROY faculty will be available for student advisement.
4. TROY faculty will evaluate and grade all student assignments and exams administered as part of a TROY course requirement. They shall have ultimate authority on the final course grade assigned to each student for all TROY courses.
5. TROY faculty will follow standard procedures established by TROY, the College of Arts and Science, and the Sorrell College of Business for assessing program and student learning outcomes.
6. TROY faculty teaching at HUT will prepare an after-action report upon completing their teaching assignment. The after-action faculty reports will be submitted to the respective Department Chair within two weeks following the completion of each teaching term.
7. An annual teaching schedule of TROY courses and faculty assignments will be prepared one academic year in advance.
8. TROY shall be responsible for the salaries of TROY faculty teaching in the TROY programs.
9. TROY shall be responsible for expenses associated with TROY faculty and administrators traveling to and from HUT (eg. transportation, lodging, meals and other approved items).

Program administration responsibilities for Troy University

1. Academic programs may be modified or changed [annually] only with the approval of the Provost at TROY. Academic modifications will be approved through published academic practices and will apply only to the incoming group/cohort of students unless specifically required by SACS or other U.S. accreditation agencies.
2. Students must meet the curricular and academic requirements of TROY programs as stated in the *Troy University Undergraduate Catalog* in effect at the time of enrollment in their first TROY course.

3. TROY faculty and administrators will conduct a quality assurance audit (Appendix B) on site for each degree program at any time but at least once a year. Academically qualified full-time TROY faculty will monitor the general academic quality and support aspects of the TROY programs.

4. Student and program outcomes will be assessed by the appropriate academic division at TROY and will include plans for further improvements.

5. Each year TROY will compile and evaluate student achievement, graduation rates and employment status of graduates in the TROY programs at HUT. A yearly report will be forwarded to the appropriate officials at each institution.

6. All TROY courses will be evaluated using the standard TROY evaluation instruments and the results will be used for faculty development, course review and program development.

7. HUT courses allowable for transfer to TROY have been determined by TROY AOP (Appendix C) by the appropriate college or departments TROY. A transfer matrix is attached to this Agreement (Appendix A). The transfer matrix will be reviewed annually and adjustments will be made in accordance with changes in TROY’s academic programs.

8. Where HUT cannot provide equivalent transfer courses, TROY courses will be taken, to meet TROY graduation requirements.

**Student support services and recruitment**

1. Any advertisement/promotional materials that carries Troy University’s name, seal, and/or logo must be approved by Troy University before publication or distribution.

2. Only the following two statements from the SACS Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines and the official accreditation statement awarded by SACS-COC may be used related to SACS-COC accreditation of TROY degree program:

   “Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor’s degree, master’s degree and the education specialist degree. Hanoi University of Technology is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include Hanoi University of Technology or its students. Although Troy University accepts certain Hanoi University of Technology course work in transfer, other colleges and universities may not accept this work as transfer, even if it appears on a transcript from Troy University.”
“Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor’s, master’s and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions regarding the accreditation status of the institution or if there is evidence that appears to support Troy University’s significant non-compliance with a requirement or standard.”

3. TROY will allow the use of the name “Troy University” with the name HUT Campus underneath the TROY name to designate the site. The HUT site will be named as Troy University HUT Campus.

4. Troy Global Campus personnel will train and supervise HUT personnel selected as representatives of TROY. HUT-TROY recruiting representatives will abide within the laws and regulations of the regions/countries in which they operate. Recruiting representatives must comply with the SACS-COC Principles of Accreditation and TROY policies and procedures.

5. TROY may provide marketing materials (e.g., TROY flags, posters, bulletins, and supplies for the education fairs).

6. All students upon admission to TROY will receive a TROY ID and a TROY email address.

7. Students will have full access to TROY’s online library and online student support services when enrolled in at least one TROY course.

8. Students will have access to TROY faculty for academic advisement.

9. Students will be required to have access to instructional materials listed in the approved syllabus to include tests and instructional materials and must comply with U.S. copyright and patent laws. TROY will send one copy of the text book for each course to be placed in HUT’s library.

10. The student will be required to discuss with a TROY faculty academic adviser information concerning the course of study, degree requirements, financial obligations, and university policies and procedures. Each student will be provided the link to the Troy University Undergraduate Catalog (http://www.troy.edu).

11. Students will be provided a link to Oracle, the Troy University Student Handbook, (www.troy.edu/studentservices/oracle/) that outlines Troy University policies and procedures related to student rights and obligations.

12. TROY and HUT will work together to ensure a healthy, safe and secure campus environment.

Responsibilities of Hanoi Technical University

Governance
1. HUT acknowledges the authority of the TROY Vice Chancellor of Global Campus in ensuring academic, administrative compliance, and fiduciary authority for TROY programs at HUT.

2. HUT will provide documentation of recognition of the TROY programs by the appropriate Government agencies in Hanoi Vietnam. TROY will provide all necessary documents and the guidance required to obtain accreditation. HUT shall provide documentation to verify that HUT is a government approved educational institution based in Hanoi, Vietnam.

3. HUT agrees to follow all academic and administrative rules, regulations and procedures of TROY and the TROY degree programs.

4. HUT is responsible for the salaries of HUT personnel acting in behalf of TROY.

5. HUT is responsible for providing and maintaining adequate and sufficient classroom and administrative office space, furniture, equipment, technology and supplies to effectively operate the TROY programs under the terms of this agreement. The amount of space required and locations will be decided by mutual agreement.

6. HUT will assist with temporary office space, secretarial assistance, and ground transportation for TROY faculty and other visiting personnel from TROY for official business related to the degree programs.

7. See budget for financial details.

8. HUT is responsible for collecting and electronically submitting admission application packets to the Troy Global Campus admissions office.

9. HUT shall collect all student tuition and fees.

10. HUT ensures that all funds are accounted for and all amounts payable to TROY will be wired to a designated account at TROY within thirty (30) days after the student completes registration.

11. HUT is responsible for administrative costs associated with advertising and operating the TROY Programs at the HUT campus.

12. HUT is responsible for the costs associated with the graduation ceremony and graduation reception held for graduates of the TROY programs at HUT. TROY will pay for the graduation diploma covers, and travel expenses of TROY officials attending the graduation ceremony.

13. HUT agrees to provide timely access to the HUT facilities when such access is requested by TROY or its accrediting agencies for the purposes of reviewing accreditation related issues.
14. HUT is responsible for licenses, fees, and taxes in Hanoi, Vietnam associated with this agreement. TROY will not be held responsible for late or non-payment of these licenses, fees, and taxes by HUT.

15. HUT shall provide documentation to verify that HUT is a government approved educational institution based in Hanoi, Vietnam. HUT is responsible for supplying required documentation to TROY in order to obtain foreign credit evaluation for transfer credit approval in the US courses.

Insurance and Indemnification

1. HUT hereby waives and agrees to indemnify, defend, and hold harmless TROY, its trustees, directors, employees, agents, and other associates from any claim arising out of or connected with this Agreement or the activities related to this agreement, except to the extent that such claim is due to the negligence of TROY or TROY’s failure to comply with the terms of this Agreement. TROY shall promptly notify HUT of any such claim and shall cooperate with HUT in the defense of the claim.

2. TROY likewise hereby waives and agrees to defend and hold harmless HUT, its trustees, directors, employees, agents, and associates from any claim arising out of or connected with this Agreement or the activities undertaken under this Agreement, except to the extent that such claim is due to the negligence of HUT or HUT’S failure to comply with the terms of this Agreement and/or activities undertaken. HUT shall promptly notify TROY of any such claims and shall cooperate with TROY in the defense of such claim.

3. No failure or omission by either party to carry out or observe any of the stipulations, conditions or obligations to be performed hereunder shall give rise to any claim against the party deemed to be in breach of this Agreement if such failure or omission arises from any cause reasonably beyond the control of that party. The term “Force Majeure” shall refer to: (i) acts of God or nature such as earthquakes, typhoons, and floods; (ii) acts of government; and (iii) unusual events such as declared war, strikes, and other.

4. The legal jurisdiction under which the provisions of this Agreement will be interpreted will be that of Troy University, Troy, Alabama, USA.

5. This Agreement is made and entered into under the laws of the State of Alabama, USA and Vietnam. In the event of any dispute, controversy or difference arising under or in connection with this Agreement, the parties hereby agree to submit and finally resolve such dispute through arbitration procedure in a location mutually agreed to by each party. If any provision of this Agreement be adjudicated invalid or against public policy for any reason by
a Court of competent jurisdiction it is specifically intended that each and every provision not so invalidated shall remain in full force and effect. In the event it is necessary for TROY to initiate action to enforce this agreement, HUT agrees to pay attorney fees, court costs, and any other expenses in addition to the compensation specified herein. Likewise, in the event it is necessary for HUT to initiate action to enforce this agreement, TROY agrees to pay attorney fees, court costs, and any other expenses in addition to the compensation specified herein.

6. In the event a court of competent jurisdiction holds any provision of this Agreement to be invalid, such holding shall have no effect on the remaining provisions of this Agreement, and they shall continue in full force and effect.

7. Neither party shall assign this Agreement to another without the prior written consent of the other party.

8. HUT agrees not to offer the same degree programs, as those offered under contract with TROY, in cooperation with any other American university or college on the same campus or location as TROY.

9. This Agreement is written in English and in the primary language of Vietnam.

10. The paragraph headings in this Agreement are for convenience and shall not affect its construction or interpretation.

11. This Agreement shall be binding upon the parties hereto; their successors and assigns, and the parties hereto do covenant and agree that they themselves and their assigns will execute any and all instruments, releases, assignments and consents that may be required of them in accordance with the provisions of this Agreement.

12. Any notice required or permitted hereunder, when reasonably calculated to give actual notice, may be made:
   • by any form of mail addressed to the party to be given notice at their known address and requiring a signed receipt; or
   • by personal delivery in the manner prescribed for service of legal process within the State of Alabama.
For purposes of this agreement, notice shall be given to Troy University at the following two addresses simultaneously:

Dr. Jack Hawkins, Jr.
Chancellor
Troy University
Adams Administration Building
Troy, Alabama 36082
USA

Dr. Earl Ingram
Vice Chancellor of Global Campus
Troy University
Adams Administration Building
Troy, Alabama 36082
USA

For purposes of this agreement, notice shall be given to HUT at the following address:

The signatures to this agreement attest that they are the legal representatives of their institutions and have the authority to enter into this agreement on behalf of their institution.

Signatures:

______________________________                         ________________________________
Dr. Jack Hawkins, Jr.            HUT
Chancellor
Troy University
Adams Administration Building
Troy, Alabama 36082
United States of America
### HANOI UNIVERSITY OF TECHNOLOGY COURSE CONVERSION CHART

Beginning in Fall 2004, the partner institution (HUT) redesigned their course structure so that all of the HUT courses in the HUT - TROY academic program would include the proper requirements. This redesign resulted in course titles and numbers closely resembling the original TROY program course. The new courses were able to better facilitate the transfer of HUT courses into the Troy University program.

<table>
<thead>
<tr>
<th>TROY CRN</th>
<th>TROY Course Title</th>
<th>HUT CRN</th>
<th>HUT Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1102</td>
<td>Composition and Modern English II</td>
<td>ENG 102</td>
<td>Composition and Modern English II</td>
</tr>
<tr>
<td>SPH 2241</td>
<td>Fundamentals of Speech</td>
<td>SPH 241</td>
<td>Fundamentals of Speech</td>
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<td>ART 1133</td>
<td>Visual Arts</td>
<td>ART 133</td>
<td>Visual Arts</td>
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<td>MUS 1131</td>
<td>Music Appreciation</td>
<td>MUS 131</td>
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<td>ENG 2205</td>
<td>World Literature before 1660</td>
<td>ENG 205</td>
<td>World Literature before 1660</td>
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<td>ENG 2206</td>
<td>World Literature after 1660</td>
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<td>World Literature after 1660</td>
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<td>BIO/L100</td>
<td>Principles of Biology &amp; Lab</td>
<td>BIO/L100</td>
<td>Principles of Biology &amp; Lab</td>
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<tr>
<td>MTH 2201</td>
<td>Business Calculus</td>
<td>MTH 201</td>
<td>Business Calculus</td>
</tr>
<tr>
<td>SCI/L233</td>
<td>Physical Science &amp; Lab</td>
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<td>Physical Science &amp; Lab</td>
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<td>HIS 1101</td>
<td>Western Civilization I</td>
<td>HIS 101</td>
<td>Western Civilization I</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Principles of Macroeconomics</td>
<td>ECO 251</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Principles of Microeconomics</td>
<td>ECO 252</td>
<td>Principles of Microeconomics</td>
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<td>HIS 1102</td>
<td>Western Civilization II</td>
<td>HIS 102</td>
<td>Western Civilization II</td>
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<tr>
<td>IS 2241</td>
<td>Computer Concepts and Applications</td>
<td>IS 241</td>
<td>Computer Concepts and Applications</td>
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<td>TROY 1101</td>
<td>University Orientation</td>
<td>UNIV 101</td>
<td>University Orientation</td>
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<td>ACT 2291</td>
<td>Principles of Accounting I</td>
<td>ACT 291</td>
<td>Principles of Accounting I</td>
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<td>ACT 2292</td>
<td>Principles of Accounting II</td>
<td>ACT 292</td>
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<td>Business Communications</td>
<td>BUS 382</td>
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<td>IS 300</td>
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<td>ACT 3392</td>
<td>Intermediate Accounting II</td>
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<td>ECO 3353</td>
<td>Money and Banking</td>
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</tbody>
</table>

Approvals:

Dean/College of Arts and Sciences: ______________________

Dean/Sorrell College of Business: ______________________

Associate Provost and Dean of Undergraduate Studies: ______________________
3.4.7 Supporting Documentation

7. Schedule for Completion:
   Reviews of Consortia Agreements
### Schedule for Completion of the Review of Consortia Agreements

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2009</td>
<td>Review a proposed MOA for a new joint venture under consideration in Cambodia as a 2+2 program.</td>
</tr>
<tr>
<td>October 2009</td>
<td>Complete reviews of MOAs for other institutions similar to the HUT MOA, including Vietnam National University – Economics, Vietnam National University – Technology, Saigon Technical University, and Sharjah.</td>
</tr>
<tr>
<td>January 2010</td>
<td>Review initial MOAs for agreements with Chinese universities, starting with Soochow University, Xian University of Science and Technology, and Yunnan University.</td>
</tr>
<tr>
<td>February 2010</td>
<td>Continue review of MOAs for Chinese universities.</td>
</tr>
<tr>
<td>March 2010</td>
<td>Review MOAs for Pusan University of Foreign Studies and Vyatka State University</td>
</tr>
<tr>
<td>April 2010</td>
<td>Review MOA for Putra International College</td>
</tr>
</tbody>
</table>
**COMPREHENSIVE STANDARD 3.4.10**

_The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty._ (Responsibility for curriculum)

**Recommendation 13:** The Committee recommends that the institution provide sufficient evidence to demonstrate that academically qualified faculty have and exercise the primary responsibility for the quality and effectiveness of the educational degree programs offered at its on-campus locations and off-campus instructional sites, including the eCampus.

**Summary of On-Site Review Committee Comments**

The team could not find sufficient evidence that faculty members were adequately engaged in the review of the quality of academic programs, particularly in the overseas teaching locations. It was also not clear that faculty members teaching outside of Alabama were adequately engaged in the deliberations of the college discipline/curriculum coordinating committees.

**NARRATIVE**

**Executive Summary of Response**

Troy University has responded to this recommendation by:

1. Clarifying the roles and qualifications of the faculty members who have and exercise the primary responsibility for the quality and effectiveness of all educational degree programs.

2. Establishing and implementing a Quality Assurance Audit Program to provide additional faculty review of the quality and effectiveness of all educational degree programs offered in overseas locations.

Academically qualified faculty at Troy University have and exercise the primary responsibility for the quality and effectiveness of the educational degree programs offered at the University’s Alabama and Global Campus locations, including the eCampus. This responsibility begins with the design of courses and degree programs, continues with the assessment and improvement of all programs including those provided online and at overseas locations, and encompasses oversight of any changes to academic programs.

Faculty responsibility for the quality and effectiveness of each educational degree program begins in each college with the college curriculum/discipline committee that has oversight and control of all academic programs within the college. This committee is charged with approving new programs as well as any changes to existing programs. Supporting Documentation 1 provides a roster of full-time faculty members who, during academic year 2008-2009, taught overseas in Global Campus locations and also served on college curriculum/discipline committees.

Faculty members in each department within the colleges have been assigned the lead responsibility for reviewing performance data related to the quality and effectiveness
of each educational degree program. Performance data for each educational program, with a specific emphasis on student learning outcomes assessed with direct measures of student learning, are evaluated by the faculty. Lists of faculty members responsible for assessing and reporting performance information for each academic program are provided in Supporting Documentation 2.

Faculty responsibility for the quality and effectiveness of educational degree programs continues with the faculty members who comprise the Undergraduate Academic Council and Graduate Academic Council which must approve any new educational programs and any changes to existing educational programs. The Undergraduate Academic Council membership roster is provided in Supporting Documentation 3, and the Graduate Academic Council membership roster is provided in Supporting Documentation 4. In addition, faculty members comprise the majority of the University’s Institutional Effectiveness Committee that must approve the addition of any educational program or any major changes to any educational program.

As an externally recognized leader in the development of online academic programs, Troy University has developed a quality assurance review process for every academic program that includes a review and approval by full-time faculty members. A summation of the eCampus quality assurance process is provided in Supporting Documentation 5. Academically qualified faculty lead the review of the effectiveness of online delivery of academic programs.

To provide additional assurance of the quality and effectiveness of educational degree programs offered in overseas locations, Troy University initiated a Quality Assurance Audit Program (QAAP) in the summer of 2009 that sends academically qualified faculty to overseas teaching locations to provide additional review of the quality and effectiveness of the educational programs as they are offered in these locations. The QAAP is modeled after the highly effective process used for faculty evaluation of online programs taught through eCampus. The Quality Assurance Benchmark Checklist, the assessment instrument used by faculty members in conducting these reviews, is provided in Supporting Documentation 6. All overseas teaching locations have been reviewed by academically qualified faculty during the summer of 2009 and will be reviewed again each year.

Conclusion
Troy University’s academically qualified faculty members have the primary responsibility for ensuring the quality and effectiveness of educational degree programs. In each college, the faculty members comprising the curriculum/discipline coordinating committees are clearly assigned the responsibility of evaluating program. Faculty members comprise
the Undergraduate and Graduate Academic councils and represent the majority of members of the Institutional Effectiveness Committee. Faculty members also lead the eCampus Quality Assurance Program as well as the institution’s new Quality Assurance Audit Program that has been implemented to ensure oversight of overseas teaching locations by faculty.

Supporting Documentation

1. Roster: Full-time faculty members who taught in overseas Global Campus locations in 2008-09 and who also served on college curriculum/discipline committees
2. Roster: Undergraduate and graduate faculty members assigned assessment roles
3. Roster: Undergraduate Academic Council
4. Roster: Graduate Academic Council
5. Summation: eCampus Quality Assurance Process
6. Quality Assurance Benchmark Checklist
3.4.10 Supporting Documentation

1. Roster: Full-time faculty members who taught in overseas Global Campus location in 2008-09 and who also served on college curriculum/discipline committees
### Full-Time Faculty Members Teaching Overseas in Global Campus
Who Also Serve on College Curriculum / Discipline Committees
Academic Year 2008 - 2009

#### Vietnam (HUT & CE-VNUH) - Hanoi

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Faculty Member</th>
<th>Faculty Member's Campus Location</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>ECO 4451</td>
<td>International Trade</td>
<td>Dr. Wendy Bailey</td>
<td>Troy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>FIN 3331</td>
<td>Managerial Finance I</td>
<td>Dr. Rodney Blackwell</td>
<td>Southeast Region</td>
</tr>
<tr>
<td>MGT 4476</td>
<td>Strategic Management</td>
<td>Dr. Barbara Minsky</td>
<td>Dothan</td>
</tr>
<tr>
<td>MKT 3365</td>
<td>Intergrated MKT Communications</td>
<td>Dr. Francis Piron</td>
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#### MALAYSIA (PIC) - Meleka

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<tr>
<td></td>
<td></td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>ACT 4491</td>
<td>Advanced Accounting</td>
<td>Dr. Stanley Lewis</td>
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</tr>
<tr>
<td>MKT 4463</td>
<td>Retailing</td>
<td>Dr. Francis Piron</td>
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<tr>
<td>MKT 3362</td>
<td>Advertising</td>
<td>Dr. David Amponsah</td>
<td>Troy</td>
</tr>
<tr>
<td>ACT 4494</td>
<td>Income Tax Acct I</td>
<td>Dr. Khamis Bilbeisi</td>
<td>Dothan</td>
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<tr>
<td>ACT 4495</td>
<td>Income Tax Acct I</td>
<td>Dr. Stanley Lewis</td>
<td>Troy</td>
</tr>
<tr>
<td>ACT 4497</td>
<td>Auditing</td>
<td>Dr. Stanley Lewis</td>
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<tr>
<td>MKT 4461</td>
<td>Personal Selling</td>
<td>Dr. Gordon Mosley</td>
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<td>MKT 4467</td>
<td>Sales Management</td>
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<tr>
<td>FIN 4439</td>
<td>Finance Seminar</td>
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#### SIAGON (STU) - Ho Chi Minh City

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<td>ACT 2292</td>
<td>Principles of Accounting II</td>
<td>Dr. Stanley Lewis</td>
<td>Troy</td>
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<tr>
<td>IS 3330</td>
<td>Web Authoring</td>
<td>Dr. James Ryan</td>
<td>Phenix City</td>
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<td></td>
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<tr>
<td>ACT 3395</td>
<td>Managerial Accounting I</td>
<td>Dr. Gerald Cluskey</td>
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<td>ACT 2292</td>
<td>Principles of Accounting II</td>
<td>Dr. Stanley Lewis</td>
<td>Troy</td>
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<td>ACT 2292</td>
<td>Principles of Accounting II</td>
<td>Dr. Stanley Lewis</td>
<td>Troy</td>
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#### SHARJAH (ITS) - U.A.E.

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<tr>
<td>MGT 4476</td>
<td>Strategic Management</td>
<td>Dr. Barbara Minsky</td>
<td>Dothan</td>
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<tr>
<td>MGT 4476</td>
<td>Strategic Management</td>
<td>Dr. Dianne Eppler</td>
<td>Atlantic Region</td>
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3.4.10 Supporting Documentation

2. Roster: Undergraduate and graduate faculty members assigned assessment roles
## Faculty Leadership in Academic Program Assessment
### (Undergraduate Programs)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Faculty</th>
<th>Rank</th>
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<tbody>
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<td><strong>College of Arts &amp; Sciences</strong></td>
<td></td>
<td></td>
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<tr>
<td>Biology Program (General; Ecology &amp; Field Biology; Cell &amp; Molecular Biology; and Medical Technology concentrations)</td>
<td>Glenn Cohen</td>
<td>Professor</td>
</tr>
<tr>
<td>Associate of Science in General Education</td>
<td>Judy McCarley</td>
<td>Associate Director, Academic Affairs</td>
</tr>
<tr>
<td>Bachelor of Science in Applied Computer Science</td>
<td>Bill Zhong</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Biology Major</td>
<td>Glenn Cohen</td>
<td>Professor</td>
</tr>
<tr>
<td>BS in Comprehensive Science</td>
<td>Janet Gaston</td>
<td>Lecturer</td>
</tr>
<tr>
<td>BS in Computer Science (Computer Science Program)</td>
<td>Bill Zhong</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>BS in Criminal Justice (Criminal Justice Major)</td>
<td>Jeffrey Lee</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Chemistry Program/Major</td>
<td>Chris King</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>English Major</td>
<td>William Thompson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Environmental Science Program</td>
<td>Glenn Cohen</td>
<td>Professor</td>
</tr>
<tr>
<td>Geomatics Major</td>
<td>Steve Ramroop</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>History Major (American/Latin American; Civil Rights; European/Asian/African Emphasis)</td>
<td>Robert Saunders</td>
<td>Associate Professor</td>
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<tr>
<td>Marine Biology Program</td>
<td>Glenn Cohen</td>
<td>Professor</td>
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<tr>
<td>Mathematics Major</td>
<td>Sarah Patrick</td>
<td>Professor</td>
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<tr>
<td>Political Science Major (American Politics, Comparative Politics, International Relations, and Public Administration concentrations)</td>
<td>Jim Rinehart</td>
<td>Associate Professor</td>
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<tr>
<td>Pre-Professional Biology Major</td>
<td>Glenn Cohen</td>
<td>Professor</td>
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<tr>
<td>Social Science Major</td>
<td>Bill Grantham</td>
<td>Associate Professor</td>
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<tr>
<td>Sociology Major</td>
<td>Robert Burroughs</td>
<td>Associate Professor</td>
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<tr>
<td><strong>College of Communication &amp; Fine Arts</strong></td>
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<tr>
<td>Art Education Major</td>
<td>Larry Percy</td>
<td>Assistant Professor</td>
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<tr>
<td>Art Major</td>
<td>Jerry Johnson</td>
<td>Professor</td>
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<tr>
<td>Art Studio Program (BFA)</td>
<td>Jerry Johnson</td>
<td>Professor</td>
</tr>
<tr>
<td>Broadcast Journalism Major</td>
<td>Steve Padgett</td>
<td>Professor</td>
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<tr>
<td>Communication Arts Major - Dramatic Arts or Speech Communication tracks</td>
<td>Amanda Diggs</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Design Technology &amp; Industry Major</td>
<td>Jerry Johnson</td>
<td>Professor</td>
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<tr>
<td>Foreign Language Major</td>
<td>Pete Howard</td>
<td>Professor</td>
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<tr>
<td>Journalism Major</td>
<td>Steve Padgett</td>
<td>Professor</td>
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<tr>
<td>Music Program (Choral, Instrumental or General tracks)</td>
<td>Larry Blocher</td>
<td>Professor/Director</td>
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<tr>
<td>Programs</td>
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<td>Rank</td>
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<tr>
<td><strong>College of Education</strong></td>
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<tr>
<td>Bachelor of Science in Education - Baccalaureate Certification, Interdisciplinary Education (Grades P-12)</td>
<td>Len Kitchens</td>
<td>Professor</td>
</tr>
<tr>
<td>Bachelor of Science in Education - Baccalaureate Certification, Secondary Education (Grades 6-12)</td>
<td>Len Kitchens</td>
<td>Professor</td>
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<tr>
<td>Collaborative Teacher (6-12)</td>
<td>Victoria Morin</td>
<td>Professor</td>
</tr>
<tr>
<td>Collaborative Teacher (K-6)</td>
<td>Victoria Morin</td>
<td>Professor</td>
</tr>
<tr>
<td>Early Childhood Education (P-3)</td>
<td>Rita Farver</td>
<td>Instructor</td>
</tr>
<tr>
<td>Elementary Education (K-6)</td>
<td>Rhonda Bowron</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Psychology Comprehensive Program</td>
<td>Mary Hooten</td>
<td>Assistant Professor</td>
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<tr>
<td>Psychology Major</td>
<td>Mary Hooten</td>
<td>Assistant Professor</td>
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<tr>
<td><strong>College of Health &amp; Human Services</strong></td>
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<tr>
<td>Associate of Science in Nursing Program</td>
<td>Donna Bedsole</td>
<td>Professor</td>
</tr>
<tr>
<td>Athletic Training Program Major</td>
<td>John Anderson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing Program</td>
<td>Bernita Hamilton</td>
<td>Associate Professor</td>
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<tr>
<td>Human Services Major</td>
<td>Benito Arellano</td>
<td>Associate Professor</td>
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<tr>
<td>Physical Education Major</td>
<td>Candice Shaughnessy</td>
<td>Assistant Professor</td>
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<tr>
<td>Rehabilitation Major</td>
<td>Benito Arellano</td>
<td>Associate Professor</td>
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<tr>
<td>Social Work Major</td>
<td>Benito Arellano</td>
<td>Associate Professor</td>
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<tr>
<td>Sport &amp; Fitness Management Program (Health Promotion, Exercise Performance, Athletic, Recreation, &amp; Sport Management concentrations)</td>
<td>Frederick Green</td>
<td>Associate Professor</td>
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<tr>
<td><strong>Sorrell College of Business</strong></td>
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<tr>
<td>Accounting Major</td>
<td>Lorraine Magrath</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Associate of Science in Business</td>
<td>Dennis Self</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Bachelor of Applied Science in Technology &amp; Resources Management</td>
<td>Tish Matuszek</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>BS in Management (Human Resources, General, Production &amp; Operations, Supply Chain Management Concentrations)</td>
<td>Dennis Self</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Finance Major</td>
<td>Jerome Bibbins</td>
<td>Professor</td>
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<tr>
<td>General Business Major - (Business Econ., General, International Business, Small Business &amp; Entrepreneurship concentrations)</td>
<td>Cherie Fretwell</td>
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<tr>
<td>Information Systems Major</td>
<td>Mary Astone</td>
<td>Assistant Professor</td>
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<tr>
<td>Marketing Major</td>
<td>Stephen Garrott</td>
<td>Professor</td>
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<tr>
<td>Risk Management and Insurance Major</td>
<td>Tish Matuszek</td>
<td>Associate Professor</td>
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</table>
# Faculty Leadership in Academic Program Assessment

## (Graduate Programs)

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<tr>
<th>Programs</th>
<th>Faculty</th>
<th>Rank</th>
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<tbody>
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<tr>
<td>Master of Public Administration</td>
<td>Ellen Rosell</td>
<td>Associate Professor/Director of MPA</td>
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<tr>
<td>Master of Science in Computer Science</td>
<td>Emrah Orhun</td>
<td>Professor</td>
</tr>
<tr>
<td>Master of Science in Criminal Justice</td>
<td>Jeffrey Lee</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Master of Science in Environmental &amp; Biological Sciences</td>
<td>Glenn Cohen</td>
<td>Professor</td>
</tr>
<tr>
<td>Master of Science in International Relations</td>
<td>Jim Rinehart</td>
<td>Associate Professor</td>
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<td><strong>College of Education</strong></td>
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<tr>
<td>Clinical Mental Health</td>
<td>Kathryn Ness</td>
<td>Associate Professor</td>
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<td>Collaborative Teacher (6-12) Alternative</td>
<td>Victoria Morin</td>
<td>Professor</td>
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<tr>
<td>Collaborative Teacher (6-12) Traditional</td>
<td>Victoria Morin</td>
<td>Professor</td>
</tr>
<tr>
<td>Collaborative Teacher (K-6) Alternative</td>
<td>Victoria Morin</td>
<td>Professor</td>
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<tr>
<td>Collaborative Teacher (K-6) Traditional</td>
<td>Victoria Morin</td>
<td>Professor</td>
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<tr>
<td>Community Counseling</td>
<td>Brent Tucker</td>
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<td>Community Counseling (non-certification) Ed.S.</td>
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<td>Associate Dean</td>
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<tr>
<td>Corrections Counseling</td>
<td>Chieko Koyama</td>
<td>Assistant Professor</td>
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<tr>
<td>Early Childhood Education (P-3) Traditional, Alternative</td>
<td>Rita Farver</td>
<td>Instructor</td>
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<tr>
<td>Educational Administration &amp; Leadership</td>
<td>Rodney Davis</td>
<td>Assistant Professor</td>
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<tr>
<td>Educational Administration and Leadership Ed.S.</td>
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<td>Assistant Professor</td>
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<tr>
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<td>Bertha Roberts</td>
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<tr>
<td>Elementary Education (K-6) Traditional</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Professor</td>
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<tr>
<td>Master of Science in Education - Alternative 5th Year, Secondary Education (Grades 6-12)</td>
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<td>Assistant Professor</td>
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<tr>
<td>Master of Science in Education - Traditional 5th Year, Interdisciplinary Education (Grades P-12)</td>
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<td>Professor</td>
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<tr>
<td>Master of Science in Education - Traditional 5th Year, Secondary Education (Grades 6-12)</td>
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<tr>
<td>Rehabilitation Counseling</td>
<td>Mary Templeton</td>
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<tr>
<td>Kenyon Knapp</td>
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<td>Associate Professor</td>
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<td>Virginia Mayer</td>
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<td>Associate Professor</td>
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<td>Len Kitchens</td>
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<td>Associate Professor</td>
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<td>Eddie Clark</td>
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<td>Associate Professor</td>
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<td>Doctorate in Nursing Practice</td>
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<td>Master of Science in Human Resource Management (MSHRM)</td>
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<td>Master of Business Administration (MSM)</td>
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<td></td>
<td>Associate Professor</td>
<td>Richard Williams</td>
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<td></td>
<td>Associate Professor</td>
<td>Debra Beazley</td>
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3.4.10 Supporting Documentation

3. Roster: Undergraduate Academic Council
## Undergraduate Academic Council

### Current Roster - Undergraduate Academic Council

<table>
<thead>
<tr>
<th>Council Member</th>
<th>Representing</th>
<th>Elected/Appointed</th>
<th>Voting/Non-Voting</th>
<th>Term Ends</th>
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<tbody>
<tr>
<td>Steve Ramroop</td>
<td>Arts &amp; Sciences (T)</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
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<tr>
<td>James Ortego</td>
<td>Arts &amp; Sciences (D)</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
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<tr>
<td>Patrice Williams</td>
<td>Arts &amp; Sciences (M)</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Tom Dunn</td>
<td>Arts &amp; Sciences (UC)</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
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<tr>
<td><strong>James G. Davis</strong></td>
<td>Arts &amp; Sciences (T)</td>
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<td>Voting</td>
<td>2011</td>
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<tr>
<td><strong>Shelia Bennett</strong></td>
<td>Education (D)</td>
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<td>Voting</td>
<td>2010</td>
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<tr>
<td>Becky Jacobson</td>
<td>Education (M)</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Isabelle Warren</td>
<td>Education (PC)</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Marian Parker</strong></td>
<td>Education (T)</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
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<tr>
<td><strong>Judy McCarley</strong></td>
<td>Education (UC)</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Jim Ryan</strong></td>
<td>Business (PC)</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Joseph Fielding</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Hank Findley</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td>Dewy Todd</td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Fred Westfall</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Jeff Spurlock</strong></td>
<td>Comm. &amp; Fine Arts</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td>Donna Schubert</td>
<td>Comm. &amp; Fine Arts</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Cindy McCoy</td>
<td>Health &amp; Human Ser.</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Richard Millard</td>
<td>Health &amp; Human Ser.</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Chris Shaffer</strong></td>
<td>Library</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Person is serving second consecutive term.**
3.4.10 Supporting Documentation

4. Roster: Graduate Academic Council
# Graduate Academic Council

**Committee Name:** Graduate Academic Council  
**Academic Year:** 2008-2009  
**Total Members:** 18

<table>
<thead>
<tr>
<th>Member</th>
<th>Representing</th>
<th>Elected/Appointed</th>
<th>Voting/Non-Voting</th>
<th>Term Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Rosell</td>
<td>Arts &amp; Sciences</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td>Fred Meine</td>
<td>Arts &amp; Sciences</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Jim Rinehart</strong></td>
<td>Arts &amp; Sciences</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td>Robert Saunders</td>
<td>Arts &amp; Sciences</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td>Emrah Orhun</td>
<td>Arts &amp; Sciences</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Jan Oliver</td>
<td>Education</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td>Andrew Creamer</td>
<td>Education</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td>Kenyon Knapp</td>
<td>Education</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td>Frank Browning</td>
<td>Education</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Dabney McKenzie</td>
<td>Education</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td><strong>Lorraine Magrath</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>William Heisler</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Cherie Fretwell</strong></td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
<tr>
<td>Jim Simpson</td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td>Mark Gaddis</td>
<td>Business</td>
<td>Elected</td>
<td>Voting</td>
<td>2009</td>
</tr>
<tr>
<td><strong>Catherine Allard</strong></td>
<td>Comm. &amp; Fine Arts</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Geraldine Allen</strong></td>
<td>Health &amp; Human Ser.</td>
<td>Elected</td>
<td>Voting</td>
<td>2011</td>
</tr>
<tr>
<td>Fred Green</td>
<td>Health &amp; Human Ser.</td>
<td>Elected</td>
<td>Voting</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Person is serving second consecutive term.**
3.4.10 Supporting Documentation

5. Summation: eCampus Quality Assurance Process
1. COURSE OVERVIEW AND INTRODUCTION

Instructions make clear how to get started and where to find various course components.
A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.
Etiquette expectations (sometimes call “netiquette) for online discussions, email, and other forms of communication are stated clearly.
The self-introduction by the instructor is appropriate and available online.
Students are requested to introduce themselves to the class.
Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.
Minimum technical skills expected of the student are clearly stated.

2. LEARNING OBJECTIVES (COMPETENCIES)

The course learning objectives describe outcomes that are measurable.
The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
All learning objectives are stated clearly and written from the students’ perspective.
Instructions to students on how to meet the learning objectives are adequate and stated clearly.
The learning objectives are appropriately designed for the level of the course.

3. ASSESSMENT AND MEASUREMENT

The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
The course grading policy is clearly stated.
Specific and descriptive criteria are provided for the evaluation of students’ work and participation.
The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.
“Self-check” or practice types of assignments are provided, with timely feedback to students.

4. RESOURCES AND MATERIALS

The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.
The relationship between the instructional materials and the learning activities is clearly explained to the student.
The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.
All resources and materials used in the course are appropriately cited.

5. LEARNER ENGAGEMENT

The learning activities promote the achievement of stated learning objectives.
Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.
Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)
The requirements for students’ interaction are clearly articulated.

6. COURSE TECHNOLOGY

The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.
The tools and media support student engagement and guide the student to become an active learner.
Navigation throughout the online components of the course is logical, consistent, and efficient.
Students have ready access to the technologies required in the course.
The course components are compatible with current standards for delivery modes.
Instructions on how to access resources at a distance are sufficient and easy to understand.
The course design takes full advantage of available tools and media.

7. LEARNER SUPPORT

The course instructions articulate or link to a clear description of the technical support offered.
Course instructions articulate or link to an explanation of how the institution’s academic support can assist the student in effectively using the resources provided.
Course instructions articulate or link to an explanation of how the institution’s student support services can help students reach their educational goals.
Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide information.

8. ACCESSIBILITY

The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.
Course pages and course materials provide equivalent alternatives to auditory and visual content.
Course pages have links that are self-describing and meaningful.
The course ensures screen readability.
eCampus Online Course Peer Review Process

Team Members:
Each peer review team will consist of _____ online faculty members. One will be designated as the lead reviewer and, whenever possible, one will be an instructor from the discipline of the course being reviewed.

Selection of Courses to be Reviewed:
The peer review coordinator will contact both lead peer reviewers and instructors whose course will be reviewed to schedule the start of the process. Instructors will have at least one week notice before peer reviewers enter their courses.

Confidentiality Form:
Before a reviewer is given access to his/her first course, a confidentiality form must be completed and turned in to the lead reviewer.

Instructor Worksheet and Course Outline:
The lead reviewer is responsible for making sure the instructor whose course is being reviewed completes an Instructor Worksheet. The lead reviewer will distribute copies of the worksheet to team members. The lead reviewer must also acquire an official copy of the course syllabus (available electronically) and distribute it to team members.

Access to the Course Being Reviewed:
The lead reviewer will contact the Educational Technology or Instructional Design administrator to request instructor access to the course for the review team. The lead reviewer will also request that access be removed upon completion of a review.

Reviewing a Course:
The lead reviewer will set a timeline for completion of the peer review and will work to keep team members on task. From start to finish, the review process should last no longer than three weeks. Once team members have each reviewed the course and completed a rubric, the team will meet (either in person or virtually) and the lead reviewer will direct discussion about the individual review results. Following this meeting, the lead reviewer will compile rubric results and write a final review of the course. Once the final review is complete, the lead reviewer will send a copy to each of the team members for approval. Upon approval, the lead reviewer will share the results with the instructor of the course being reviewed.

Follow-up Meeting:
Once an instructor has received the written review of his/her course, the lead reviewer should arrange to meet with the instructor to discuss the results. This process can occur
in person or virtually, at the discretion of those involved. This step in the process has proven extremely valuable and may result in the sharing of ideas and materials.

Finally...
A copy of the final review, confidentiality forms, instructor worksheet, and a brief summary of the process should be turned in to the peer review coordinator upon completion of the review.

When a Course Does Not Meet Minimum Standards:
If, upon completion of a review, a course does not meet minimum standards and instructional design support would prove helpful, the peer review coordinator will arrange for it. Lead reviewers will strongly encourage instructors to make necessary changes before the course is offered again. The instructor may request a second review when necessary changes to the course have been made. The same lead reviewer will conduct this second review. Once the course meets minimum standards, the lead reviewer is responsible for writing the revised peer review to be submitted to both the instructor and the peer review coordinator. Courses that do not meet minimum standards will be referred to as courses “in progress”.

3.4.10 Supporting Documentation

6. Quality Assurance Benchmark Checklist
# Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
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<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
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</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is tested in some manner in the graded assignments for the course.</td>
<td></td>
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<td>• Performance expectations are communicated to students prior to the assessment.</td>
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<td>• Adequate time is spent on topics for mastery of the material.</td>
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</table>
# Teaching and Learning

**Goal:** Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

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<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment &amp; grading information is made available to students on the first day of class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The correct textbook is being used, as per the course syllabus.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

# Assessment

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
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</tbody>
</table>
Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td></td>
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</tbody>
</table>

Faculty

**Goal:** Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have a defined role in advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Standard of achievement is equivalent to standard at all Troy University locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is clear definition of how qualified faculty periodically review courses and programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer hardware is adequate for course delivery and student use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer software is adequate for course delivery and student use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
The accreditation of a TROY degree program: "Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree, the master's degree and the education specialist degree. The site is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include the site or its students."

TROY will allow the use of the name "Troy University" with the name "[the site] Campus" under the TROY name to designate the site. "[the site]" will be named as Troy University [the site] Campus.
COMPREHENSIVE STANDARD 3.4.12

The institutions use of technology enhances student learning and is appropriate for meeting objectives of its programs. Students have access to and training in the use of technology. (Technology Use)

Recommendation 14: The Committee recommends that the institution provide sufficient evidence to demonstrate that students enrolled in its off-shore educational degree programs in computer science have access to appropriate computer hardware and software for meeting the objectives of those programs at the upper division and graduate levels.

Summary of On-Site Review Committee Comments
Two computer science students at Hanoi University of Technology expressed concern regarding a lack of proper technology equipment. The committee noted that the computing resources appeared adequate for supporting general education and upper division business courses but might not be adequate for upper division studies in computer science.

NARRATIVE

Executive Summary of Response
Troy University has responded to this recommendation by:

1. Establishing Quality Assurance Audit Teams (QAAT) from each college offering courses at off-shore teaching locations.
2. Scheduling and completing audit team visits to all active off-shore teaching locations.
3. Reviewing results obtained from audit team visits by the Consortia Relationship Review Committee (CRRC).
4. Developing corrective action plans as needed.

In accordance with a recommendation of the University’s Consortia Relationship Review Committee (CRRC), Troy University established Quality Assurance Audit Teams (QAAT) on May 12, 2009 to provide on-going assessment of program quality related issues at the University’s off-shore teaching locations. Membership on a team is limited to faculty of Troy University who will provide oversight to both continental United States and off-shore educational programs.

In addition, on June 10, 2009, the CRRC approved a Quality Assurance Benchmark Checklist (Supporting Documentation 1) developed by the dean of the College of Arts and Sciences and the associate dean of the Sorrell College of Business for Global Campus. The checklist is designed for use by Quality Assurance Audit Teams and focuses on eight key areas: (1) course design, (2) teaching and learning, (3) assessment, (4) feedback, (5) faculty, (6) programs and courses, (7) facilities and technology, and (8) promotional materials. Each area has an overall goal statement, multiple criteria to be met, and a scale by
which each criterion is measured. Adequacy of computer hardware and software is addressed under the area of facilities and technology.

A Quality Assurance Audit Team visited Troy University off-shore teaching locations at Putra International College, Hanoi University of Technology, Vietnam National University, and Saigon Technology University from July 5, 2009, through July 13, 2009. An audit of the Sharjah, United Arab Emirates teaching site was conducted during the week ending July 17, 2009. During these audits, QAAT members utilized the Quality Assurance Benchmarks Checklist as well as a set of computer hardware and software specifications for computer science laboratories supporting the B.S. in Applied Computer Science. These computer hardware and software specifications were provided by the faculty discipline committee for computer science.

Using the specifications for computer hardware and software, the team assessed the computer laboratories at the Hanoi University of Technology, Vietnam National University, Saigon Technology University and Troy-Sharjah and determined that the specifications for computer science hardware and software for upper division studies were met or exceeded. Quality Assurance Audit Team members prepared a final report (excerpted in Supporting Documentation 2) that included the syllabus and benchmark checklist for each course audited.

Ongoing assessment of computer laboratory hardware and software as well as other educational resources by Troy University faculty teaching at the University’s off-shore locations, annual Quality Assurance Audit Team visits, and oversight by the University’s Consortia Relationship Review Committee are designed to institutionalize continuing assessment of resources to support degree programs at Troy University teaching locations.

Conclusion

As of July 31, 2009, the respective colleges at Troy University have completed a Quality Assurance Audit Team visits to Hanoi University of Technology, Hanoi, Vietnam; Vietnam National University College of Economics, Hanoi, Vietnam; Vietnam National University College of Technology, Hanoi, Vietnam; Saigon Technology University, Ho Chi Minh City, Vietnam; Putra International College, Melaka, Malaysia; and Institute of Technical Studies (ITS), Sharjah, United Arab Emirates. The Quality Assurance Audit Team determined that the computer hardware and software provided by the University and its partners were sufficient to support upper division computer science students at all off-shore teaching locations where the degree program is offered.
Supporting Documentation

1. Quality Assurance Benchmark Checklist
3.4.12 Supporting Documentation

1. Quality Assurance Benchmark Checklist
### Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

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<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
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<tr>
<th>Are the specific criteria met?</th>
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<th>Not enough Information</th>
<th>Comments/Examples</th>
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</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Faculty

**Goal:** Faculty meet accepted standards of the profession

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<tr>
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<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programs and courses are approved through the process established by university policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Standard of achievement is equivalent to standard at all Troy University locations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is clear definition of how qualified faculty periodically review courses and programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
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<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer hardware is adequate for course delivery and student use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer software is adequate for course delivery and student use</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
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<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accreditation of a TROY degree program: "Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree, master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students."

- TROY will allow the use of the name "Troy University" with the name [the site] Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site] Campus.
3.4.12 Supporting Documentation

Executive Summary

Troy Global Campus conducted site audits for the following locations during the period 3-12 July 2009:

Putra International College, Melaka, Malaysia
Hanoi University of Technology, Hanoi, Vietnam
College of Economics, Vietnam National University, Hanoi, Vietnam
Saigon Technology University, Ho Chi Minh City, Vietnam

The participating team members were Dr. Scott Bailey, Associate Dean for the Sorrell College of Business, Troy Global Campus and Dr. Jim Rinehart, Associate Dean for the College of Arts and Sciences, Troy Global Campus

In general, the assessment for business programs is very positive. The faculty, students, administration, and facilities are comparable to other TGC sites. There are some issues that are being addressed – none of which should be difficult to correct.

We looked at the following:

Course Design
Teaching and Learning
Assessment
Feedback
Faculty
Programs and Courses
Facilities and Technology
Promotional Material

We were not able to see business classes at Putra International College in Malaysia, so the comments below pertain to the programs in Vietnam, only, except as noted by *.

Course Design – Performance expectations are communicated and adequate time is spent on topics. Assessments are aligned to course learning outcomes, but in some cases the SLOs do not match the master syllabus. This will be corrected through TGC business chairs.
Teaching and Learning – Syllabi are provided to the students at the beginning of (or before) the course. In some cases they do not include SLOs. This will be corrected through TGC chairs. Textbooks in some cases do not match the master syllabus or are old editions.

Assessment – There are sufficient assessments. We have asked that copies of the major exams be provided for review.

Feedback - Feedback is provided, and faculty are available to students during office hours

Faculty – The faculty that we reviewed were each certified for the TROY course they were teaching. They each go through the same certification process as other faculty at TROY. Some have a defined role in student advising, unlike part time faculty at domestic TGC sites. Outcome assessment is accomplished in TGC by full time faculty. Review of part time faculty will follow the same procedures as other part time faculty in TGC.

Programs and Courses – Individual courses appear consistent with those at other TROY locations in terms of content, rigor, and standards of achievement. Program assessment will be accomplished at Troy – none is in evidence at the sites.

Facilities and Technology* – Facilities, hardware, and software are adequate.

Promotional Material* – We saw no mention of SACS in promotional material at the site. We have not yet checked the websites. One of the syllabi at Putra mentions TROY in an inappropriate manner. We will ask that this notation be changed.
Business programs

Putra International College
We first visited Putra International College in Melaka, Malaysia. No TROY business courses were available for review, but I was able to confirm that non-TROY courses are conducted by partner faculty in English and with a high degree of dedication on the part of the instructor by viewing one non-TROY course.

The following TROY business courses were taught the term we visited:

Malaysia (PIC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 4491</td>
<td>Dr. Judith Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 4494</td>
<td>Dr. Edward Kamnikar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Jacqueline Looi</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3331</td>
<td>Dr. Berry Zeigler</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4432</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4435</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4437</td>
<td>Chin Soh Kim</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 4439</td>
<td>Dr. Rodney Blackwell</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3373</td>
<td>Siti Zahela</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 3375</td>
<td>Joyce Chiam</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Identified</td>
<td>Yes</td>
</tr>
<tr>
<td>MGT 4478</td>
<td>Koe Wei Loon</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Facilities and technology
The College is housed in a resort complex purchased by the owners of the College. There are sufficient dorm rooms to accommodate the 126 students. The rooms and amenities are comparable to those in
Hanoi University of Technology

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 4476</td>
<td>Dr. Barbara Minsky</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MKT 3365</td>
<td>Dr. Francia Piron</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Bach Ngoc Thang</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FIN 3332</td>
<td>Duc Tran Viet</td>
<td>Yes</td>
<td>Pending receipt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS 3300</td>
<td>Pham Huu Tung</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 3300 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
College of Economics
The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified</th>
<th>Syllabus Available</th>
<th>Correct Text</th>
<th>Correct SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2251</td>
<td>Nguyen Minh Thao</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Dao Thi Bich Thuy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No SLO's identified</td>
</tr>
</tbody>
</table>

We visited an ECO 2251 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
**Saigon Technology University**

The following TROY business courses were taught the term we visited:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Certified?</th>
<th>Syllabus Available?</th>
<th>Correct Text?</th>
<th>Correct SLO's?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 2292</td>
<td>Dr. Stanley Lewis</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ACT 3395</td>
<td>Dr. Bob Cluskey</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2251</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECO 2252</td>
<td>Mai Thi Hoang Yen</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 2241</td>
<td>Dr. Dinh Ba Tien</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>IS 3300</td>
<td>Dr. Nguyen Ha Minh</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

We visited an IS 2241 class. The Quality Assurance Benchmarks Checklist for this class is shown, below.
## Course Design

**Goal:** Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is tested in some manner in the graded assignments for the course.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>The syllabus should include SLOs from the master syllabus.</td>
</tr>
<tr>
<td></td>
<td>Performance expectations are communicated to students prior to the assessment.</td>
<td>X</td>
<td>The instructor describes the structure of the exam prior to students taking it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequate time is spent on topics for mastery of the material.</td>
<td>X</td>
<td>The syllabus appears well constructed for this purpose. Ample time is available for questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Does not meet expectations</td>
<td>Not enough Information</td>
<td>Comments/Examples</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Goal:</td>
<td>Students are provided with course information including learning outcomes, course objectives, concepts and ideas.</td>
<td></td>
<td></td>
<td></td>
<td>The syllabus should include SLOs from the master syllabus.</td>
</tr>
<tr>
<td></td>
<td>Course syllabus/outline including faculty information, schedule, outcomes and/or objectives, assessment and grading information is made available to students on the first day of class.</td>
<td></td>
<td>X</td>
<td></td>
<td>The textbook in use is an old edition of one of the approved texts in the master syllabus.</td>
</tr>
</tbody>
</table>

• The correct textbook is being used, as per the course syllabus.
### Assessment

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
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<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There are 2 tests plus a midterm and a final.</td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Exams were not available, but the syllabus indicates a high level of rigor.</td>
</tr>
</tbody>
</table>
## Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
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<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The instructor was very engaging with the class. The constant requirement of interaction indicated that other forms of feedback would be available.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>These are informal, on an as-needed basis, but the instructor is in the office daily.</td>
</tr>
</tbody>
</table>
Faculty

**Goal:** Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
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<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have a defined role in advising</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
<td>X</td>
<td></td>
<td></td>
<td>This is handled in the same way as for other TGC sites.</td>
<td></td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td>X</td>
<td></td>
<td></td>
<td>This is the first review of TROY faculty by other TROY faculty at this location.</td>
<td></td>
</tr>
<tr>
<td>Programs and courses</td>
<td>Are the specific criteria met?</td>
<td>Comments/Examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal: Programs and courses meet program and course expectations for the university</td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the specific criteria met?</td>
<td>Not enough Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Does not meet expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td>There are several assessments.</td>
<td>This course and program is approved like any other within the system.</td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses involve appropriate evaluation of student work.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programs and courses are approved through the process established by university policy.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standard of achievement is equivalent to standard</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
There is clear definition of how qualified faculty periodically review courses and programs.

TGC chairs will incorporate the faculty into the annual review process.

This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB
Facilities and technology

<table>
<thead>
<tr>
<th>Goal: Facilities and technology meet expectations for the university</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are the specific criteria met?</strong></td>
</tr>
<tr>
<td>Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.</td>
</tr>
<tr>
<td>Computer hardware is adequate for course delivery and student use</td>
</tr>
<tr>
<td>Computer software is adequate for course delivery and student use</td>
</tr>
</tbody>
</table>
### Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: &quot;Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor’s degree,</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
</tbody>
</table>
master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students."

| • TROY will allow the use of the name "Troy University" with the name [the site]Campus underneath the TROY name to designate the site. [The site]will be named as Troy University [the site]Campus. | X | No discrepancies noted. |
Quality Assurance Benchmarks Checklist – Academic programs

Course: IS 2241  Instructor: Dr. Dinh Ba Tien  Term: T5 09

Location: STU VN  Evaluator: Bailey  Date: 7-10 -2009

Course Design

Goal: Learning outcomes clearly define knowledge, attitude, and skills sets that will be developed. Learning outcomes determine the instructional methods and assessments used. Fair, adequate and appropriate methods to assess students’ mastery of content are used.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments are aligned to learning outcomes. Mastery of each SLO is</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Many SLOs are shown in the syllabus but they do not match the master syllabus. Assessments do</td>
</tr>
<tr>
<td>Tested in some manner in the graded assignments for the course.</td>
<td></td>
<td></td>
<td>Seem aligned with those listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performance expectations are communicated to students prior to the assessment.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adequate time is spent on topics for mastery of the material.</td>
<td>X</td>
<td></td>
<td>The syllabus appears well constructed for this purpose. Ample time is available for questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the specific criteria met?</td>
<td>Comments/Examples</td>
<td>The SLOs should match the SLOs from the master syllabus.</td>
<td>The textbook in use matches the master syllabus. The instructor checks the website often, and is very knowledgeable about the process of textbook approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>- Course syllabus/outline including faculty information, schedule, outcomes, and/or objectives, assessment &amp; grading information is made available to students on the first day of class.</td>
<td>X</td>
<td>- The correct textbook is being used, as per the course syllabus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets expectations</td>
<td>- Does not meet expectations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching and Learning:

Goal: Students are provided with course information including learning outcomes, course objectives, concepts and ideas.

- The SLOs should match the SLOs from the master syllabus.
- The textbook in use matches the master syllabus. The instructor checks the website often, and is very knowledgeable about the process of textbook approval.
**Assessment**

**Goal:** Assignments should be of sufficient rigor to ensure student mastery of the material.

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are sufficient assessment measurements to adequately assess student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>There are a variety of different assessments employed.</td>
</tr>
<tr>
<td>• The major assignments have an appropriate level of rigor</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Exams were not available.</td>
</tr>
</tbody>
</table>
Feedback

**Goal:** Students are provided with timely and constructive feedback on performance

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feedback is incorporated into learning activities as appropriate – throughout the term.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Feedback, in terms of review of exams, is covered in the syllabus. There was excellent interaction and feedback throughout the class.</td>
</tr>
<tr>
<td>• Faculty provide office hours as appropriate.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Office hours are mentioned in the syllabus and distributed to the students.</td>
</tr>
</tbody>
</table>
### Faculty

**Goal:** Faculty meet accepted standards of the profession

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty meet university certification standards to teach in the discipline</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty have a defined role in advising</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>The instructor is very active in advising</td>
</tr>
<tr>
<td>• Faculty have defined role in outcome assessment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is handled in the same way as for other TGC sites.</td>
</tr>
<tr>
<td>• Faculty are reviewed for excellence in teaching</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>This is the first review of TROY faculty by other TROY faculty at this location.</td>
</tr>
</tbody>
</table>
## Programs and courses

**Goal:** Programs and courses meet program and course expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programs and courses are consistent with those at other Troy University locations in content and rigor.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Per the syllabus, the course looks consistent with others. No tests were available for review at the time of the visit.</td>
</tr>
<tr>
<td>• Courses involve appropriate evaluation of student work.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>There are several assessments.</td>
</tr>
<tr>
<td>• Programs and courses are approved through the process established by university policy</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>This course and program is approved like any other within the system.</td>
</tr>
<tr>
<td>• Programs and courses have expected outcomes, the outcomes are assessed, and evidence of improvements based on analysis of results is provided</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Formative assessments are being instituted system wide, but have not yet been deployed.</td>
</tr>
<tr>
<td>• Standard of achievement is equivalent to standard</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>There appears to be no difference in standard of achievement.</td>
</tr>
<tr>
<td>at all Troy University locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is clear definition of how qualified faculty periodically review courses and programs.</td>
<td>X</td>
<td></td>
<td>This assessment is the first of its kind other than anecdotal comments of the full time faculty. SCOB TGC chairs will incorporate the faculty into the annual review process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Facilities and technology

**Goal:** Facilities and technology meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>The classroom was of adequate size and not crowded. The lab was small but adequate.</td>
</tr>
<tr>
<td>Meets expectations</td>
<td>There was a laptop for the professor's use and a good digital projector and screen.</td>
</tr>
<tr>
<td>Does not meet expectations</td>
<td>All aspects of Microsoft Office 2007 were covered.</td>
</tr>
<tr>
<td>Not enough information</td>
<td></td>
</tr>
</tbody>
</table>

- Facilities are comparable to those at other Troy University locations in cleanliness, safety, and size.
- Computer hardware is adequate for course delivery and student use.
- Computer software is adequate for course delivery and student use.
## Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
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<td></td>
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<td>master's degree and the education specialist degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students. &quot;</td>
<td></td>
<td></td>
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<td>No discrepancies noted.</td>
<td></td>
<td></td>
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</tr>
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</table>
3.4.12 Supporting Documentation

August 6, 2009

MEMORANDUM

TO: Dr. John Dew, Chair, Consortia Relationship Review Committee

FROM: Dr. Earl Ingram, Vice Chancellor, TROY Global Campus

SUBJECT: Quality Assurance Audit Team Report Response: Corrective Action Plan

In July 2009, an academic team representing the Sorrell College of Business and the College of Arts and Sciences conducted a comprehensive audit of four Troy University partner universities in Southeast Asia: (1) Putra International College, Melaka, Malaysia; (2) Hanoi University of Technology (Hanoi, Vietnam); (3) Vietnam National University, Colleges of Economics and Technology (Hanoi, Vietnam); and (4) Saigon Technology University (Ho Chi Minh City, Vietnam). Apart from confirming compliance across most of the array of points articulated Checklist to be reviewed as part of the Quality Assurance Audit, these audits identified some significant areas of opportunity for improving the delivery of Troy University degree programs at these sites.

The purpose of this memo is to establish a corrective action plan that outlines procedures and the means to ensure substantive and continuous improvement in three specific academic areas: teaching resources, faculty management and communication, and institutional effectiveness.

1. Teaching Resources

   • Textbook Availability

   The issue of textbook availability has been addressed elsewhere in the response to the SACS-COC on-site visiting team’s concerns. At partner institutions, TROY will provide one of two options to students: (1) present one copy of the texts for every two students, or (2) if available, provide an e-textbook for each student at a discounted price.

2. Faculty Management and Communication

   • Lack of faculty evaluation

   • Lack of faculty oversight

   • Lack of contact with the appropriate Academic Discipline Committee/Discipline Coordinating Committee

   Troy University will establish the new position of Associate Director for Academic Operations (Regional ADA) for the International Region. This individual will be based in Troy, AL, and carry out the task of facilitating and coordinating academic activities.
between TROY faculty at partner institutions, the college, and the appropriate Academic Discipline Committees and academic chairs. Such a linkage will ensure that syllabi, learning outcomes, textbooks, faculty evaluations, and academic rigor are consistent with standards established and administered by the college. The Regional ADA will coordinate with the appropriate college chairs overseeing Global Campus faculty to ensure that faculty evaluations for full and part-time faculty teaching in the International Region are completed each year. The Regional ADA will be responsible for distributing master syllabi to TROY faculty at partner institutions and will coordinate reviewing actual course syllabi with college chairs and faculty teaching in the International Region to ensure compliance.

3. Institutional Effectiveness

- Partner institutions are not effectively incorporated into the TROY IE Plan
- MAPP and Placement tests are not administered

The Regional ADA, as a newly established coordinating link between academic operations in the region and the TROY Office of Institutional Research, Planning and Effectiveness (specifically with the Global Campus Director of IRPE who reports to the Associate VC for Institutional Effectiveness), will be responsible for implementing institutional effectiveness plans at the partner sites as part of the overall TROY IE Plan.

Beginning fall 2009, the MAPP and placement tests will be administered at partner institutions under the supervision of the Regional ADA.
COMPREHENSIVE STANDARD 3.8.1

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

Recommendation 16: The Committee recommends that the institution document that it provides a) access to its library and learning resources to students who are enrolled in all courses used to satisfy degree completion requirements in its 4-0 offshore educational degree programs which operate under consortial agreements with international partners; and b) adequate numbers of required textbooks for its students in off-shore educational programs and courses to ensure the quality and integrity of student learning in those degree programs.

Summary of On-Site Review Committee Comments

The committee noted that Troy University library practices did not guarantee students enrolled in the University’s off-shore programs access to library resources unless the students were registered for at least one Troy University resident course. Additionally, some students at the Vietnam National University College of Economics indicated that they shared textbooks. The committee acknowledged that Troy University’s textbook policy had changed to ensure that no more than two students would have to share a textbook.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Providing year-round access to its online library resources to librarians at all off-shore partner institutions, affording students enrolled in partnership programs library access regardless of their active enrollment in a Troy University course.

2. Conducting Quality Assurance Audit Team visits to all of the University’s off-shore partners to review library access and textbook availability.

3. Providing hard copies of textbooks to students registered in Troy University courses in off-shore partner programs at no additional cost to the students and at a one book to two students ratio. Alternately, when electronic textbooks are available, the University will provide significantly discounted electronic access to all students enrolled in Troy University courses in off-shore partner programs.

A. Access to library and learning resources

The following partner librarians have been provided access to Troy University online library resources on a 12 month basis, starting July 1, 2009. Their access will provide a means for students who are enrolled in joint partnership degree programs to have appropriate access during those periods of time when they are not actively registered for a Troy University course.

1. Nilmini Dasanayake, Institute of Technological Studies, Sharjah

2. Nguyen Kieu Anh, Hanoi University of Technology

3. Nguyen Hien Luong, Vietnam National University College of Economics
The Troy University Global Campus librarian was selected to provide orientation to these partner librarians as well as to assist them on an ongoing basis. As part of the orientation, the Global Campus librarian will emphasize to partner librarians issues related to licensure that might surface should the access be misused by students.

**B. Provision of an adequate number of textbooks to students in off-shore partner programs**

Tariff laws exist in foreign countries that add high taxes and fees to all packages coming into the country. This policy creates a financial handicap for students in that country who wish to order their own textbooks. In addition, Troy University's experience teaching international students, both at the University's partner institutions and at its Troy campus, has been that international students in or from developing countries routinely study together and share textbooks. For these reasons, the Troy Global Campus maintains a policy of providing hard copy textbooks at a one book to two students ratio for those registered in Troy University courses with off-shore partners, or of providing significantly discounted electronic textbooks when appropriate to all such students.

To help students achieve their educational goals, Troy University routinely incurs tariff charges and ships books to its off-shore partners. Each term, the University orders and ships the required hard copy textbooks, as stated in the course syllabuses, to its partner institutions. Troy University ships one hard copy book for every two students enrolled in a course and provides at least one hard copy of the textbook to the library at the institution where the course is taught. Supporting Documentation 1 demonstrates student enrollment, the number of textbooks sent, and the library holdings for each course taught at off-shore partner institutions for fall 2008 and spring 2009.

When a required textbook is available electronically, the University provides the electronic edition to all students enrolled in Troy University courses with off-shore partners, charging students no more than 50% of the incurred costs for the electronic textbooks.

**Conclusion**

Troy University now provides year-round access to its online library resources to librarians at all off-shore partner institutions, affording students enrolled in partnership programs access regardless of whether they are actively enrolled in a Troy University course. In addition, the University provides hard copies of textbooks at a 1-to-2 ratio of books to
students registered in any Troy course in off-shore partner programs at no additional cost to the student, or when available, the University provides significantly discounted electronic textbooks to all students enrolled in Troy University courses.

Supporting Documentation

1. Ratio table: Textbooks-to-Students
3.8.1 Supporting Documentation

1. Ratio Table: Textbooks-to-Students
### Textbook to Student Ratio Table

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Course</th>
<th>Instructor</th>
<th>Textbook</th>
<th>Students Enrolled</th>
<th>Books Shipped</th>
<th>Books in Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2008</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Copies of each course syllabus, class roster, and book invoice available upon request.*
COMPREHENSIVE STANDARD 3.12.1

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

(Substantive change)

Recommendation 17: The Committee recommends that the institution a) document and provide sufficient evidence that it has approval from SACS-COC to offer all educational degree programs that are currently operating on the Alabama campuses, at every off-campus instructional site by specific location/partnership, and through the eCampus, and that all other inactive programs and sites have been reported to SACS-COC as discontinued; b) document the development of revised and strengthened internal policies and procedures to ensure the institution’s full and consistent compliance with SACS-COC’s policies and procedures for reporting and gaining approval for substantive changes; and c) demonstrate that it has successfully implemented those improved internal policies and procedures and has achieved full compliance with SACS-COC’s substantive change policies and requirements.

Summary of On-Site Review Committee Comments

The size, diversity, and complexity of the University’s off-campus instructional ventures in its Global Campus operation pose a substantial managerial challenge, not only to institutional compliance, but also to SACS-COC oversight of the Substantive Change Policy for this institution. Troy University’s outdated, loosely managed, and sometimes misdirected policies and procedures on reporting substantive changes to SACS-COC in a timely manner, responding to SACS/COC requests for follow up, and securing approvals when needed, have failed to ensure the institution’s consistent compliance with SACS-COC’s substantive change policy.

NARRATIVE

Executive Summary of Response

Troy University has responded to this recommendation by:

1. Providing an update to SACS on all educational degree programs.
2. Submitting to SACS a revised internal policy to ensure compliance with SACS policies.
3. Implementing those policies as illustrated in attached correspondence with SACS.
4. Initiating the development of a compliance Web site and conversion of all correspondence with SACS into electronic files to more easily demonstrate the approval for each location and program.

Since the early 1960’s, when Troy University was requested by the Department of Defense to provide academic programs at Maxwell Air Force Base in Alabama, Fort Rucker in Alabama, and Fort Benning in Georgia, Troy University has endeavored to follow all SACS requirements regarding notification and approval of teaching locations and programs at teaching locations. As Troy University has expanded program offerings and initiated programs in communities and countries where there is a significant demand for aca-
ademic programs, the volume of correspondence between Troy University and SACS has been enormous.

Prior to this SACS review, the University discovered and self-reported a lapse in compliance related to these notifications in the 2003 to 2005 time frame due to a failure to follow procedures by a former administrator. Furthermore, at the time of the On-Site Review Committee visit, the existing documentation was organized in paper files and notebooks that were not easily accessible for demonstrating compliance to this requirement, given the large number of documentary letters and Substantive Change Prospectuses involved. The institution had difficulty producing records of SACS correspondence back to 1975 that was requested by the On-Site Review Committee. Careful review of this documentation has identified other circumstances where notification to SACS has been uncertain, and responses from SACS have not always been documented.

To ensure the preservation and tracking of SACS-related documentation and to support the University’s commitment to appropriate implementation of SACS policies, Troy University has

- Conducted a thorough review of all academic programs offered at all locations and sent letters to SACS in May, 2009 to document any locations or programs where there was a concern, as shown in Supporting Documentation 1.
- Revised its procedure on reporting and notification of changes concerning academic programs (Supporting Documentation 2) and submitted this to SACS in 2008 for review and approval by the Commission. Supporting Documentation 3 is a letter from Dr. Belle Wheelan that acknowledges that the procedure has been reviewed and found sufficient.

In order to provide the staff resources to fully implement these processes and to provide additional oversight to ensure that lapses do not occur in the future, Troy University has added two professional staff positions to the institutional effectiveness division. A full-time Director for Institutional Effectiveness for Global Campus was recruited in January, 2009, just as the on-site review process was beginning. A full-time Coordinator for Compliance Records was added in July, 2009 to oversee the transition of all paper documents to electronic files and to oversee the development of the compliance Web site where all documents are being posted.

The strengthened policies are being followed as evidenced by the attached recent correspondence to Dr. Belle Wheelan regarding the closure of the teaching location in Bangkok, Thailand; changes in the status of the location in Sri Lanka; changes in the status of locations in the continental United States to become eCampus support centers; and
changes in locations in the continental United States to reduce classroom-based programs at numerous locations.

Conclusion

Troy University has the policies, staffing resources, and information technology support sufficient to fully comply with SACS substantive change policies and requirements.

Supporting Documentation

1. Letters from Troy University to SACS, May 2009 (Documentation of issues relative to Letter of Notification and Substantive Changes)
2. Revised procedure: Internal control of Letters of Notification and Substantive Changes
3. Letter to Troy University from SACS, July 2009 (Demonstration of systematic compliance)
3.12.1 Supporting Documentation

1. Letters from Troy University to SACS, May 2009
   (Documentation of issues relative to Letter of Notification and Substantive Changes)
May 1, 2009

Dr. Belle Wheelan  
President  
Commission on Colleges (COC)  
Southern Association of Colleges and Schools (SACS)  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

In our effort to be in compliance with SACS requirements, Troy University has submitted over 90 Substantive Change Prospectuses related to the establishment of new locations or the initial offering of a new program at an approved location.

For several months, we have been involved in a detailed review of the university’s communication with SACS for the past twenty years in regard to academic programs and teaching locations.

The attached report summarizes our findings and our recommendations for closing any remaining gaps in the documentation of our activities.

Sincerely,

Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph Silver
Issues with Substantive Change Prospectuses

Overseas Locations:

In reviewing the Substantive Change Prospectuses for its teaching locations, Troy University found and has already reported a problem with the Substantive Change Prospectus for Ho Chi Minh City, Vietnam. This SCP was not prepared or submitted due to both a change in the leadership of University College that created a lapse in management oversight and a failure by the Regional Director for International Programs to prepare the SCP.

Further review finds that in the same time frame, the Regional Director for International Programs was communicating directly with SACS staff and the university’s Institutional Research office was being left out of the communication process. While a SCP was prepared for the program in Sharja, United Arab Emirates, and which refers to a program in Sri Lanka, there is no evidence that two existing SCPs for Sharja were actually submitted to SACS. If they were sent, they went directly from the Regional Director’s office and Troy University has no record of them being received or approved by SACS.

Troy University has a letter from SACS dated March 8, 2005 acknowledging the programs in Sharja as identical to a program in Colombo, Sri Lanka, which suggests that SACS had approved the Colombo, Sri Lanka location before Sharja. The university has two SCPs for Sharja that were prepared in 2005.

Corrective Action: Troy University will send SACS the original SCPs for Sharja and will prepare a SCP for the Sri Lanka location, if SACS does not have this document.

Southeast Region:

Troy University’s records show that a SCP was sent to SACS for establishing a teaching location in Atlanta, Georgia, with the Bachelor of Applied Science in Resources and Technology Management on August 22, 1996. No response is on hand from SACS, but correspondence from SACS indicates the location has been considered an approved location since that time. A SCP for the Master of Science in Human Resource Management was prepared on May 2001 for Atlanta, but there is no response on hand from SACS. At this time, the MS in Human Resource Management would be considered to be an approved program at an approved location and only requires a letter of notification.

Corrective Action: Request that SACS review its records and provide a letter of acknowledgement for the establishment of the Atlanta, Georgia location and for the MS in Human Resource Management as an approved program at the Atlanta location.
Troy University prepared a SCP to SACS for the Master of Science Counseling and Psychology on November 2003, for the Augusta, Georgia teaching location, but there is no response in our files from SACS. A February 18, 2004 letter from SACS recognizes Augusta, Georgia as an approved location. The MS in Counseling and Psychology should be considered an approved program at an approved location.

Troy University also wants to make it clear that the Augusta, Georgia teaching location includes support for educational programs at Fort Gordon.

**Corrective Action:** Request that SACS review its records and provide a letter of acknowledgement for the M.S. in Counseling and Psychology program at Augusta, GA.

Troy University prepared a SCP dated March 2005 for SACS regarding the Master of Science in Sports and Fitness Management at the Ft. Benning, Georgia teaching location. We have no record of a response in our files from SACS for approval for this program.

**Corrective Action:** Request that SACS review its records and provide a letter of acknowledgement for this program. If SACS records and Troy University records do not match, we request that SACS direct the university to provide a copy of the original 2005 SCP.

Troy University has a SCP dated October 21, 2003 that was prepared for the teaching location at Vidalia, Georgia, for the Master of Education (now called the MS in Post Secondary Education), but no letter from SACS on hand acknowledging the establishment of this location. Vidalia, GA was originally a cohort location for the Masters in Education offered by the Augusta, Georgia teaching location.

**Corrective Action:** Request that SACS review its record and provide a letter of acknowledgement for the Vidalia, Georgia location, or direct Troy University to send the October 21, 2003 SCP it has on hand.

Troy University prepared SCPs for the Master of Science in Management and the Master of Public Administration for the Jacksonville, Florida dated March 22, 2004, but has no response on hand from SACS for these programs. However, at this time, all of these programs would fall under the requirement for a Letter of Notification, as they are approved programs at an approved location.

**Corrective Action:** Request that SACS provide a letter of acknowledgement for these programs.
Troy University prepared SCPs dated March 7, 1995 for the Master of Science in Human Resource Management to be offered at Tyndall, Air Force Base in Florida. There is no response on hand from SACS regarding these programs. These appear to have been the academic programs that established the Tyndall AFB teaching location. The programs were included in Troy University’s 2002 Self-Study for Reaffirmation and were not questioned at that time. SACS has responded to other Letters of Notification regarding Tyndall AFB, so both Troy University and SACS have both considered this to be an approved location.

**Corrective Action:** Request that SACS provide a letter of acknowledgement for this location and for the M.S. in Human Resource Management offered at Tyndall AFB.

Troy University prepared a SCP dated August 2005 for the Bachelor of Science in Criminal Justice for the Savannah, Georgia location. There is no record of a response from SACS to this SCP.

**Corrective Action:** Request that SACS provide a letter of acknowledgement for this program and this location. If Troy University and SACS records do not agree, we request that SACS direct the university to submit a copy of the original August 2005 SCP.

**Atlantic Region:**

When Troy University began supporting military bases in Europe in the 1980s, it also established teaching locations at several military bases in Virginia, specifically Fort Monroe, Little Creek Amphibious Station, and the Norfolk Naval Station. All of these locations were documented for SACS in Troy University’s 1992 Self-Study for Reaffirmation. In the early 1990s, locations were added at the Langley Air Force Base in Virginia and at Ft. Bragg in North Carolina. Both of these additions, along with Fort Monroe, Little Creek, and the Norfolk Naval Station, were listed in the 2002 Self-Study report to SACS. Subsequent correspondence refers to these as approved locations.

**Corrective Action:** Troy University requests a letter from SACS that acknowledges that these locations were included in Reaffirmation of Accreditation activities in 1992 and 2002 and are considered to be approved locations by SACS.

Troy University has a SCP prepared on March 11, 1996 for the Masters of Public Administration at Fort Belvoir, but no letter of acknowledgement is on hand from SACS.

**Corrective Action:** Request that SACS review its records and provide a letter of acknowledgement for the MPA program at Fort Belvoir, or direct Troy University to send the original 1996 SCP it has on hand.
Western Region

Troy University has a SCP dated August 30, 1994 for the Master of Science in Management for the Davis-Montham Air Force Base in Arizona. There is no letter from SACS on hand responding to this SCP. The university has correspondence from SACS regarding other Letters of Notification sent in 2005, 2006, 2007, and 2008 which refer to Davis-Montham as an approved location.

Corrective Action: Request that SACS review its records and provide a letter of acknowledgement for this location and this program.

Troy University has a SCP dated June 12, 1997 for the Master of Science in Management at Ft. Carson, Colorado, but no response on hand from SACS.

Corrective Action: Request that SACS review its records and provide a letter of acknowledgement for this location and program.
May 1, 2009

Dr. Belle Wheelan
President
Commission on Colleges (COC)
Southern Association of Colleges and Schools (SACS)
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

In the past, it was Troy University’s understanding that SACS did not expect its member institutions to report locations where cohorts of students enroll in courses if these cohort locations were in proximity to an approved teaching location. However, we understand that this has become a sensitive issue with the U.S. Department of Education and are providing the attached information that reports all of our current cohort teaching locations.

As you will see, these cohort locations have been at or near elementary, middle, and high schools, with the intent of providing convenient access to evening courses for school teachers who are working on graduate degrees, and at health care facilities for health care workers to pursue graduate degrees in programs related to healthcare management. Additionally, cohorts have been established at government agencies to offer programs in public administration and business.

Please let us know if you need any additional information regarding these activities.

Sincerely,

[Signature]

Jack Hawkins, Jr., Ph.D.
Chancellor

cc: Dr. Joseph Silver
Troy University Cohort Teaching Locations

**Albany, GA:**

**Lakeland (Lanier County):** (M.S. in Post-Secondary Education – Foundations of Education) initiated in August 2008, scheduled to complete in July 2009.
Lanier County Elementary School
242 Valdosta Road
Lakeland, GA 31635

**Atlanta, GA:**

**Atlanta Federal Center:** (Master of Public Administration) initiated in August 2008, scheduled to complete in October 2009.
Atlanta Federal Center
61 Forsyth Street, SW
Atlanta, GA 30303

**Cobb County #4 - Kennesaw:** (M.S. in Post-Secondary Education - Instructional Technology) initiated in August 2008, scheduled to complete in October 2009.
Holiday Inn Express
2485 George Busbee Pkwy
Kennesaw, GA 30144

**Henry County:** (M.S. in Education – Elementary Education) initiated in March 09, scheduled to complete in July 2010.
Eagles Landing Middle School
295 Tunis Road
McDonough, GA 30253

**Henry County #13 - McDonough:** (M.S. in Post-Secondary Education - Instructional Technology) initiated in May 2008, scheduled to complete in July 2009.
Eagles Landing Middle School
295 Tunis Rd.
McDonough, GA 30253

**Augusta, GA:**

**Covington/Newton:** (M.S. in Counseling and Psychology – Community Counseling) initiated in August 2007, scheduled to complete in May 2009.
Troy University – Covington
Millidgeville #3:  (M.S. in Counseling and Psychology – Community Counseling) initiated in January 2008, scheduled to complete in October 2009.
Holiday Inn Express Conference Room
1839 N. Columbia Street
Millidgeville, GA 31061

Millidgeville #4:  (M.S. in Counseling and Psychology – Community Counseling) initiated in March 2009, scheduled to complete in May 2010.
Hampton Inn Conference Room
2461 N. Columbia Street
Millidgeville, GA 31061

Brunswick, GA:

East Central Technical College – Coffee Campus
706 West Baker Hwy
Douglas, GA 31533

Charlton County High School
500 Indian Trail
Folkston, GA 31537

Pierce County Middle School
5216 County Farm Road
Blackshear, GA 31516

Waycross #2 – Ware County:  (M.S. in Post-Secondary Education – Foundations of Education) initiated in August 2008, scheduled to complete in July 2009.
Ware County High School
700 Victory Drive
Waycross, GA 31501

Waycross #3 – Ware County:  (M.S. in Post-Secondary Education – Foundations of Education) initiated in January 2009, scheduled to complete in December 2009.
Waycross Middle School
Covington, GA:


Commerce #2: (M.S. in Post-Secondary Education – Foundations of Education) initiated in October 2008, scheduled to complete in October 2009. Holiday Inn Express 30539 HWY 441 South Commerce, GA 30529

DeKalb #3: (M.S. in Post-Secondary Education – Foundations of Education) initiated in March 2008, scheduled to complete in May 2009. Atherton Elementary School 1674 Atherton Drive Decatur, GA 30035

DeKalb County #4 – Atherton I: (M.S. in Post-Secondary Education – Foundations of Education) initiated in October 2008, scheduled to complete in October 2009. Atherton Elementary School 1674 Atherton Drive Decatur, GA 30035

DeKalb County #5 – Atherton II: (M.S. in Post-Secondary Education – Foundations of Education) initiated in March 2009, scheduled to complete in May 2010 Atherton Elementary School 1674 Atherton Drive Decatur, GA 30035

Greene County #2: (M.S. in Post-Secondary Education – Foundations of Education) initiated in January 2008, scheduled to complete in December 2009.
Griffin-Spalding #6 – Griffin: (M.S. in Post-Secondary Education – Foundations of Education) initiated in October 2008, scheduled to complete in October 2009.
Holiday Inn Express
1900 North Expressway
Griffin, GA 30023

Shiloh Middle School
4285 Shiloh Rd
Snellville, GA 30039

Gwinnett County #8 – Shiloh II: (M.S. in Post-Secondary Education – Foundations of Education) initiated in May 2008, scheduled to complete in May 2009.
Shiloh Middle School
4285 Shiloh Rd
Snellville, GA 30039

Country Inn & Suites – Mall of Georgia
1395 Mall of Georgia Blvd.
Buford, GA 30519

Wingate Inn
4031 Watson Rd
Warner Robins, GA 31093

Oconee High School
2721 Hog Mountain Rd
Watkinsville, GA 30677
Ft. Benning, GA

LaGrange #1: (M.S. in Human Resources Management) initiated in August 2008, scheduled to complete in October 2009.
Community Action For Improvement
1380 Lafayette Parkway
LaGrange, GA 30241

LaGrange #2: (Master of Public Administration) initiated in March 2009, scheduled to complete in May 2010.
Community Action For Improvement
1380 Lafayette Parkway
LaGrange, GA 30241

LaGrange #3: (M.S. in Human Resources Management) planned to begin TERM 5, 2009.
Community Action For Improvement
1380 Lafayette Parkway
LaGrange, GA 30241

Pensacola, FL

Pensacola Teaching Site: (M.S. in Education – Educational Administration) initiated in March 2008, scheduled to complete in May 2009.
Troy University - Pensacola
21 North New Warrington Road
Pensacola, FL 32506

Sacred Heart Medical Center: (Master of Science in Management – Healthcare Administration) initiated in August 2008, scheduled to complete in December 2009.
Sacred Heart Health Systems
Education Conference Room
5151 North 9th Avenue
Pensacola, FL 32504

Escambia County Sheriff’s Office: (Master of Public Administration – Public Management) initiated in January 2009, scheduled to complete in March 2011.
Escambia County Sheriff’s Office
1700 West Leonard Street
Pensacola, FL 32501
Orlando, FL

**Orange and Seminole County Schools:** (M.S. in Education - Educational Administration) initiated in March 2008, scheduled to complete in May 2009.
Troy University - Orlando
4525 Vineland Road, Suite 204
Orlando, FL 32811

Jacksonville, FL

**St. Johns County:** (Master of Public Administration - Public Management) initiated in May 2008, scheduled to complete in October 2009.
St. Johns County Sheriff’s Office
4015 Lewis Speedway
St. Augustine, FL 32084

Sumter, SC

**Shaw AFB – BD Diagnostics:** (Master of Science in Management – Leadership & Organizational Effectiveness) initiated in August 2008, scheduled to complete in July 2009.
BD Diagnostics – Preanalytical Systems
1575 Airport Road
Sumter, SC 29151

**Shaw AFB – BCBS:** (Master of Science in Management – Leadership & Organizational Effectiveness) planned to begin May 2009, scheduled to complete in October 2010.
PGBA, LLC – Blue Cross Blue Shield
2141 West Gate Place
Florence, SC 29592

Tacoma, WA

**Tacoma:** (Master of Science in Management) initiated in January 2004, scheduled to complete in December 2009.
315 Martin Luther King Jr. Way
Tacoma, WA 98405-4234.
**Florence, AZ**

**Florence:** (Master of Public Administration) initiated in October 2006, scheduled to complete in October 2009.
31 North Pinal Street
Building A
Florence, AZ 85232

**Hampton, VA**

**VA Hospital:** (Master of Science in Management) initiated in August 2007, scheduled to complete in December 2009.
VA Hospital
100 Emancipation Drive
Hampton, VA 23667

**Norfolk, VA**

**Coast Guard:** (Master of Public Administration – Government Contracting) initiated in March 2008, was completed in March 2009.
USCG MLC LANT
300 E. Main Street
Suite 900
Norfolk, VA 23510
May 1, 2009

Dr. Belle Wheelan
President
Commission on Colleges (COC)
Southern Association of Colleges and Schools (SACS)
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

Troy University submitted a series of Substantive Changes between 1998 and 2003 that were approved by SACS describing the evolution of our online programs. Given the approvals we have received from SACS, it has been our understanding that Substantive Change Prospectuses would not be required for the providing additional programs online through our eCampus.

We were very pleased with the positive remarks from our on-site review team regarding the quality of our eCampus offerings. However, we believe we should provide a letter of notification to SACS when we add new academic programs to eCampus so that there is no question about these offerings. In general, it will be our intent to err on the side of over-notification to SACS rather than relying on our own interpretation of SACS policies and possibly under-reporting our activities in the future.

At the time of our merger; in 2005, SACS had approved online programs for the Associate of Science in Business Administration, the Associate of Arts in Social Sciences, the Associate of Science in General Education, the Bachelor of Applied Science in Resource and Technology Management, the Bachelor of Science in Criminal Justice, the Master of Science in Criminal Justice, the Master of Science in Human Resources Management, the Master of Science in International Relations, the Master of Science in Post Secondary Education, the Master of Science in Management, the Master of Public Administration, and most of the Master in Business Administration.

Since the merger, Troy University has completed the development of the Master in Business Administration online, and has developed a Bachelor of Science in Business Administration, a Bachelor of Science in Applied Computer Science, a Bachelor of Science in Sport and Fitness Management, a Bachelor of Science in History, a Bachelor of Science in Political Science, a Bachelor of Science in Psychology, a Bachelor of Science in Social Science, a Bachelor of Science in Interpreter Training, a Master of Business Administration online that are being supported through eCampus.

Sincerely,

Jack Hawkins, Jr., Ph.D.
Chancellor

cc: Dr. Joseph Silver
May 8, 2009

Dr. Belle Wheelan  
President  
Commission on Colleges (COC)  
Southern Association of Colleges and Schools (SACS)  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

I have recently provided you with reports to account for Troy University's Substantive Changes for teaching locations, current locations where cohorts of students are enrolled in programs offered through classroom delivery, and an update on all programs that have been developed online as part of our eCampus since our merger in 2005.

This report is to clarify the status of Letters of Notifications (LON) for circumstances where Troy University believes it is offering a program that has been approved by SACS to be taught in our Global Campus at a location that has likewise been approved by SACS. While we have a great many LONs to SACS in our files along with responses from SACS that approve these programs, we have also found situations where a LON has been submitted and we do not have a response from SACS on hand, and several where it is not clear that a LON was submitted.

Where there are gaps in the submission of LONs, we would note that these programs at these locations were reported to SACS in the Self-Study Report in 2002 and/or the Compliance Report in 2008. We do not believe there are any concerns regarding Troy University's integrity in reporting its activities to SACS, but acknowledge that we have moved into a new era when it is imperative that we be thorough and timely in reporting all manner of changes.

Sincerely,

Jack Hawkins, Jr., Ph.D.  
Chancellor

cc: Dr. Joseph Silver
Issues with Letters of Notification

In reviewing the Letters of Notification (LON) related to approved academic programs to be offered at teaching locations approved by SACS, Troy University reports cases in which it believes a LON was submitted to SACS, but a letter of response from SACS is not on hand, as well as cases where Troy University cannot verify that a LON was submitted.

It should be noted that almost all of these issues occurred during the time when Troy University was going through its merger period.

Letters of Notification sent from TROY in Need of a Response from SACS:

Addition of the B.S. in Criminal Justice at Albany, Georgia on September 10, 2002.


Addition of the M.S. in Counseling and Psychology at Tampa Bay, Florida on June 1, 2004.


Addition of the M.S. in International Relations at Misawa Air Base, Japan on May 6, 2005.

Addition of the Executive Master of Business Administration at Tamuning, Guam on June 7, 2004.

Academic programs that are approved by SACS for TROY to offer in Global Campus that were reported to SACS in Troy University's 1992 Self-Study for Reaffirmation that are being offered at locations approved by SACS, but lacking evidence of a LON from TROY:

Associate of Science in Business at Ft. Benning, Georgia.

Bachelor of Applied Science in Resources and Technology Management at Ft. Benning, Georgia.

Bachelor of Science Criminal Justice at Ft. Benning, Georgia.
Bachelor of Science in Social Science at Ft. Benning, Georgia.

Master of Science in Human Resources Management at Ft. Benning, Georgia.

Master of Science in International Relations at Ft. Benning, Georgia.

Master of Science in Management at Ft. Benning, Georgia.

Master of Public Administration initiated at Shaw AFB (Sumter, South Carolina) prior to 1992.

Master of Science in Human Resources Management initiated at Sumter, South Carolina (Shaw AFB) prior to 1992.

Master of Science in International Relations initiated at Ft. Bragg/Fayetteville, North Carolina 1990.

Master of Science in Human Resources Management initiated at Davis-Monthan AFB, Arizona (Tucson) in prior to 1992.

Associate of Science in Business initiated at Eglin AFB, Florida in 1985. The A.S. in Business was listed in the 1992 University College Self-Study Report as well as the 2002 Florida/Western Region Self-Study report to SACS.

Bachelor of Science in Business Administration initiated at Eglin AFB, Florida in 1976. The B.S. in Business Administration was listed in the 1992 University College Self-Study Report as well as the 2002 Florida/Western Region Self-Study report to SACS.

Academic programs that are approved by SACS for TROY to offer in Global Campus that were reported to SACS in Troy University's 2002 Self-Study for Reaffirmation that are being offered at locations approved by SACS, but lacking evidence of a LON from TROY:

Master of Science in Post-Secondary Education initiated in Albany, Georgia in 2000.

Associate of Science in General Education initiated in Brunswick, Georgia in 2002.

Bachelor of Science in Business Administration initiated in Brunswick, Georgia in 2002.

Associate of Science in General Education initiated at Eglin AFB, Florida in 1985.
Bachelor of Applied Science in Recourses and Technology Management initiated at Eglin AFB, Florida in 1985.

Master of Public Administration initiated at Eglin AFB, Florida in 1975.

Associate of Science in Business initiated in Ft. Walton Beach, Florida.

Associate of Science in General Education initiated in Ft. Walton Beach, Florida.

Bachelor of Applied Science in Resources and Technology Management at Ft. Walton Beach, Florida.

Bachelor of Science in Business Administration at Ft. Walton Beach, Florida.

Bachelor of Science in Criminal Justice at Ft. Walton Beach, Florida.

Bachelor of Science in Social Science at Ft. Walton Beach, Florida.

Master of Science in Counseling and Psychology at Ft. Walton Beach, Florida.

Master of Public Administration at Ft. Walton Beach, Florida.

Associate of Science in Business initiated in Hurlburt Field, Florida in 1985.

Associate of Science in General Education initiated in Hurlburt Field, Florida in 1985

Bachelor of Applied Science in Recourses and Technology Management initiated in Hurlburt Field, Florida in 1975.

Bachelor of Science in Business Administration initiated in Hurlburt Field, Florida in 1973.

Master Public Administration at Pensacola, Florida.

Associate of Science in Business at Pensacola, Florida.

Associate of Science in General Education at Pensacola, Florida.

Bachelor of Applied Science in Resources and Technology Management at Pensacola, Florida.

Bachelor of Science in Business Administration at Pensacola, Florida.

Bachelor of Science in Criminal Justice at Pensacola, Florida.
Bachelor of Science in Political Science initiated at Pensacola, Florida in 2001.

Bachelor of Science in Psychology at Pensacola, Florida.

Bachelor of Science in Social Science at Pensacola, Florida.

Master of Science in Counseling and Psychology at Pensacola, Florida.

Master of Science in Human Resources Management at Pensacola, Florida.

Master of Public Administration at MacDill AFB/Tampa Bay, Florida.

Master of Science in Counseling and Psychology at Tyndall AFB/Panama City, Florida.


Master of Public Administration initiated at Little Creek AFB, Virginia in 1992.

Master of Science in Human Resources Management initiated at Little Creek AFB, Virginia in 1992.

Master of Public Administration initiated at Norfolk Naval Station, Virginia in 1992.

Master of Science in Human Resources Management initiated at Norfolk Naval Station, Virginia in 1992.

Academic programs that have been approved by SACS to offer in Global Campus that are being offered at locations approved by SACS that were reported to SACS in the 2008 Compliance Report, but lacking evidence of a LON from TROY:

Master of Science in Management initiated in Augusta, Georgia in 2001.

Masters in Business Administration initiated in Augusta, Georgia in 2003.

Associate of Science in Business initiated in Augusta, Georgia in 2004.
Associate of Science in General Education initiated in Augusta, Georgia in 2004.

Bachelor of Applied Science in Resources and Technology Management initiated in Augusta, Georgia in 2004.

Bachelor of Science in Business Administration initiated in Augusta, Georgia in 2005.

Bachelor of Science in Psychology initiated in Augusta, Georgia in 2004.

Bachelor of Science in Social Science initiated in Augusta, Georgia in 2004.

Master of Science in Criminal Justice initiated in Augusta, Georgia in 2005.

Master of Science in Management added to the Clarksville, Tennessee location in 2003.

Bachelor of Science in Applied Computer Science initiated at Eglin AFB, Florida in 1976.

Bachelor of Science in Applied Computer Science at Ft. Benning, Georgia initiated in 2005.

Bachelor of Science in Applied Computer Science at Ft. Walton Beach, Florida.

Bachelor of Science in Psychology at Ft. Walton Beach, Florida.

The Master in Business Administration and Master of Public Administration initiated in Arlington, Virginia in August 2006. A letter of notification was sent on June 8, 2005 stating that the approved programs and site for Ft. Myer, Virginia was being entirely relocated to Arlington, Virginia. Acknowledgment from SACS that these two programs are approved for Arlington is requested.

Bachelor of Science in Business Administration initiated at Sumter, South Carolina (Shaw AFB) prior to 1992.

M.S. in Post-Secondary Education initiated in Fort Bragg/Fayetteville, North Carolina, in 2002.


Master of Science in Business Administration initiated at Norfolk Regional, Virginia in January 2007.
Master of Science in Management initiated at Norfolk Regional, Virginia in January 2007.

Master of Science in Human Resources Management initiated at Norfolk Regional, Virginia in January 2007.

Master of Public Administration initiated at Norfolk Regional, Virginia in January 2007.

Master of Science in Criminal Justice initiated at Norfolk Regional, Virginia in January 2007.

Bachelor of Science in Business Administration initiated in Bangkok, Thailand in 2003.

Bachelor of Science in Business Administration initiated in Hanoi, Vietnam in 2004.

Bachelor of Science in Computer Science initiated in Hanoi, Vietnam in 2004.

Associate of Science in Business initiated in Malacca, Malaysia in 2004.

Bachelor of Science in Business Administration initiated in Malacca, Malaysia in 2004.

Bachelor of Science in Computer Science initiated in Malacca, Malaysia in 2004.

Bachelor of Science in Applied Computer Science initiated in Malacca, Malaysia in 2004.

Academic programs that are approved by SACS for TROY to offer in Global Campus that are being offered at locations approved by SACS, but lacking evidence of a LON from TROY:

Associate of Science in Business initiated in Atlanta, Georgia initiated in 2003.

Bachelor of Science in Applied Computer Science initiated in Augusta, Georgia in 2005.

The Master of Science in Management initiated in Arlington, Virginia in August 2006. A letter of notification was sent on June 8, 2005 stating that the approved programs and site for Ft. Myer, Virginia was being entirely relocated to Arlington, Virginia. Acknowledgment from SACS that this program is approved for Arlington is requested.

Master of Science in Management initiated at Langley AFB, Virginia in 1992.
3.12.1 Supporting Documentation

2. Revised procedure: Internal control of Letters of Notification and Substantive Changes
TROY UNIVERSITY

PART II
Reporting and Notification of Changes Concerning Academic Programs
(Prepared for Academic Officers and the Institutional Effectiveness Committee)

Revised November 2007
Development of a New Academic Program

a) Proposals for offering a new academic program must be reviewed and approved by the Institutional Effectiveness Committee. This review and approval should occur prior to the review and approval by either the Graduate Council or the Undergraduate Academic Council.

b) Proposals shall be submitted using the Routing Slip for New Academic Programs form.

c) If a program will be offered in the State of Alabama, a proposal must be submitted for approval to ACHE.

Proposals to ACHE will include:
- Explanation of how the program fits into the role of Troy University
- Objectives of the new program
- How the program will be administered
- Provisions for providing peer reviews
- Accreditations of the program
- Curriculum
- Program Completion Requirements
- Any collaborations with other Alabama schools
- Use of Distance Education
- Admissions Requirements
- Evidence of the Need for the Program
- Faculty Resources and Qualifications
- Support Staff
- Equipment
- Facilities
- Library
- Student Resources
- Program Budget

Please refer to the Notification of Intent to Submit a Proposal, known as a NISP letter, on the ACHE site at www.ache.state.al.us/acadaffr/NewProg/FM-NISP.doc.

d) Information regarding all new programs offered outside of Alabama must be submitted to SACS as a proposal for Substantive Change, which must be approved by SACS-COC. This includes any program that is not in the approved inventory for a University College location. Working with the appropriate college, IRPE will propose a letter for the Chancellor to send to SACS expressing TROY’s intent to submit a Substantive Change Prospectus. This Letter of Intent must be submitted to SACS-COC at least six months prior to the implementation of the new program. The letter will be routed to the Chancellor through the Provost’s Office. Electronic versions of the Letter of Intent are sent to all organizations involved, and once the signed letter is ready to send, copies are sent to all.

Revised 11-15-2007
e) Guidelines for the Substantive Change Prospectus (SCP) are on page 28 of this document. When the SCP is completed, three copies are to be sent to IRPE. IRPE will develop the cover letter for the Chancellor’s signature via the Provost. Copies of the SCP are sent to SACS-COC with the cover letter. Electronic copies of the cover letter go to all involved, and after the letter is signed by the Chancellor, hard copies are sent to all involved.

f) Notification will be sent to all concerned when ACHE or SACS-COC approves a new program.
Offering an Existing Program in a New Location (University College)

Attention must be given to whether a new location is a location where SACS has already given permission for other Troy programs to be offered, or whether this will be the first time that a TROY course has been offered at this location.

a) The Institutional Effectiveness Committee must review and approve all proposals to offer an existing program in a new location. If the program is a Graduate Program, it must be reviewed and approved by the Graduate Council after review by the IEC. Undergraduate programs are reviewed by the Undergraduate Academic Council. Programs can be reviewed by the IEC as 1) Informational Change, 2) Expedited Review, or 3) Full Reviews.

b) Existing programs at an already approved location.

(1) IRPE will prepare a letter of notification for the Chancellor to send to SACS (routed through the Provost's Office) informing SACS of TROY’s intent to offer an existing (approved) program for the first time at a location that has already been approved by SACS for University College programs.

(2) Letters of notification shall be sent to SACS six months prior to the implementation of the existing approved program at the new (but previously approved for other programs) location.

(3) Regional Directors are still required to prepare a SCP for review by the Graduate Council or Undergraduate Academic Council if the program is in a new region, but this does not go to SACS.

c) Existing programs at new locations that have not been previously approved by SACS for TROY.

(1) SACS requires TROY to submit a Letter of Intent six months prior to the implementation and to submit a Substantive Change Prospectus within six months of the implementation of an existing program for the first time at a location that has not been previously approved by SACS for Troy.

(2) The Regional Directors of University College and the Dean of the college that is proposing to offer the program in the new location will be responsible for the preparation of the Substantive Change Prospectus.

(3) Working with University College, IRPE will propose a Letter of Intent for the Chancellor to send to SACS expressing TROY's plan to submit a Substantive Change Prospectus. The letter will be routed to the Chancellor through the Provost's Office. Electronic versions of the letter are sent to all included. Once the Chancellor signs the letter, copies are sent to all concerned.

(4) IRPE will prepare a letter for the Chancellor to send to SACS informing them of our submission of the Substantive Change Prospectus and requesting SACS to acknowledge our plan. This letter will be routed through the Provost’s Office.

Revised 11-15-2007
Modifications to Existing Academic Programs

a) Changes to programs, including changing course prefixes, changing track names, addition of courses, changing of course requirements for a program, must be provided as information items and approved by the Institutional Effectiveness Committee.

b) Information for review by the IEC regarding modifications to existing academic programs is to be submitted using the Routing Slip for Revised Academic Programs form.

c) Documents for modifications need to be submitted to IRPE no less than one week prior to the scheduled meeting of the IEC.

d) Notification (for information only) must be provided to ACHE on any modifications, including changing the name of a program, addition of concentration or track, or extending or altering a program.
   
   Notification for approval must be given to ACHE for the addition or extension of the content of an existing concentration or program. Further information on ACHE requirements for reporting modifications to existing academic programs can be found at www.ache.state.al.us.

e) IRPE will prepare a letter from the Chancellor to the ACHE Executive Director regarding these changes. This letter will be routed to the Chancellor through the Provost's office.
Placing a Program on Inactive Status, Deleting a Program, or Closing a Site

a) If a decision is reached to place a program in Alabama on inactive status, or to delete a program in Alabama, then TROY must notify ACHE. These programs cannot be reinstated without an ACHE program review and approval.

b) If a decision is made to discontinue all programs at a site outside of Alabama, then IRPE must be notified so that a letter can be prepared for the Chancellor to notify SACS. The letter must state why the site is being closed and what programs will no longer be offered at the location, and the provisions for the Teach Out.

c) A report must be submitted to SACS at least six months prior to implementing a decision to close an academic program or initiating a Teach Out agreement.
**Changes to Academic Colleges and Departments**

a) Organizational changes to academic units are to be reported to the Institutional Effectiveness Committee (IEC) through the office of Institutional Research, Planning & Effectiveness (IRPE), but do not require the approval of the IEC.

b) IRPE will prepare a notification letter (for information only) that must be submitted to ACHE when major reorganizations, such as splitting an existing department into two departments or establishing new divisions within a college, occur. This letter will be from the Chancellor to the ACHE Executive Director and will be routed to the Chancellor through the Provost’s Office.
Offering an Existing Program Online

a) The Alabama Commission on Higher Education’s Distance Education Policy states that “institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.”

b) University College and the appropriate academic Dean will notify the IEC of the intent to develop an online version of an approved program.

c) IRPE will prepare a letter of intent for the Chancellor to send to ACHE. This letter will be routed to the Chancellor through the Provost’s Office.

d) TROY must notify SACS at least six months prior to the introduction of a new academic program online. This requires the submission of a Substantive Change Prospectus.
A Flow Chart for Change Management

Academic Program Change

 Already Approved Program in University College Inventory

 New Program or Not in University College Inventory

 Location

 Not Yet Approved Site/Location

 Letter of Intent and Substantive Change to SACS

 In Alabama - Must be approved by ACHE

 Outside Alabama - Must have Letter of Intent and Substantive Change to SACS

 Revised 11-15-2007
Requirements for a Substantive Change Prospectus for SACS

a) Every Substantive Change Prospectus for SACS will include detailed information on:

- The degree to be offered
- Start Date
- The location
- Background information on the degree (history- other locations)
- The faculty
- Library and Learning Resources
- Physical resources- classrooms, laboratories, computers
- Financial support for the program
- Methods for evaluation and assessment of the program
- Appendixes
  (a) Roster of full-time and adjunct faculty
  (b) Current program PIE

b) It is the responsibility of the originating officer (generally a Regional Director) working with the Dean of the College, the University College Academic Dean, and Vice Chancellor of University College to insure that the Substantive Change Prospectus is prepared and is accurate, and to give the prospectus to IRPE for review by the Institutional Effectiveness Committee.

c) All Substantive Change Prospectuses must be submitted to SACS within the six months window between the Letter of Intent and the target date for implementation of the program.

d) Denial of approval of a Substantive Change by SACS may not be appealed. A revised request may be resubmitted.

e) The University College Academic Dean, working with the originating officer and the Dean of the appropriate college, will be responsible for following up on any needs identified by SACS-COC regarding the Substantive Change Prospectus.

Note: SACS currently expects to receive a Substantive Change Prospectus three months prior to the implementation date.
### Definitions Related to Reporting and Notification of Changes Concerning Academic Programs

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHE</td>
<td>(Alabama Commission on Higher Education) appointed by the Governor and has oversight of Troy University.</td>
</tr>
<tr>
<td>IRPE</td>
<td>Office of Institutional Research, Planning, and Effectiveness</td>
</tr>
<tr>
<td>Letter of Intent</td>
<td>A letter from the Chancellor to the President of SACS that states our intent to implement a change which will require a Substantive Change Prospectus.</td>
</tr>
<tr>
<td>Letter of Notification</td>
<td>A letter from the Chancellor to the President of SACS that notifies SACS of a change that does not require a review by SACS, but for which SACS requires a report.</td>
</tr>
<tr>
<td>Location</td>
<td>One of the four campuses in Alabama or one of the sites within a University College region.</td>
</tr>
<tr>
<td>Program</td>
<td>Any academic courses that can result in the awarding of a degree by Troy University.</td>
</tr>
<tr>
<td>SACS-COC</td>
<td>(Southern Association of Colleges and Schools-Commission on Colleges) Provides regional accreditation to Troy University. The U.S. Department of Education requires regional accreditation for TROY to be authorized to provide federally funded student financial aid</td>
</tr>
<tr>
<td>Substantive Change Prospectus</td>
<td>Documentation required by SACS for review prior to offering a new degree program or starting to offer a program in a new physical location.</td>
</tr>
</tbody>
</table>
Forms

A. Routing slip for new academic programs.

B. Routing slip for revisions to academic programs.

C. Routing slip for approval of all UC academic program offerings.
IRPE  
Attachment A  
Routing Slip for New Academic Programs  
(New programs, concentrations, majors, and minors)

College submitting request: ________________________________________________________________

Title of new program, degree, or concentration: ______________________________________________________________________________________

Initiator: ____________________________________________________________

Name | Campus Address | Campus Phone

For conceptual approval, please provide the Executive Vice Chancellor/Provost with a summary that includes: 1) Degree Offered, Program, Location, Start date; 2) Information on the need this program will address; 3) New Faculty needs; 4) Library and Learning Resources; 5) Physical Resources; 6) Financial Support

1. Conceptual Approval by Executive Vice Chancellor/Provost  
   (Signature/Date): __________________________________________________________
   Comments: __________________________________________________________________

2. Conceptual Approval by Chancellor  
   (Signature/Date): __________________________________________________________

3. Department Chair/School Director Approval  
   (Signature/Date): __________________________________________________________

4. College Curriculum Committee Approval  
   (Signature/Date): __________________________________________________________

5. Dean of the College’s Approval  
   (Signature/Date): __________________________________________________________
   Please note if other accreditation is required: __________________________________________

6. Institutional Effectiveness Committee Approval  
   (Signature/Date): __________________________________________________________

7. Academic Undergraduate Council or Graduate Council Approval  
   (Signature/Date): __________________________________________________________

8. Executive Vice Chancellor/Provost  
   (Signature/Date): __________________________________________________________

9. Chancellor  
   (Signature/Date): __________________________________________________________

Return approved package to the office of the Associate Provost, which will be responsible for submitting the information to ACHE for approval, and will send a signed copy to the IRPE Office and to the appropriate Dean.

Revised 11-15-2007
Routing Slip for Extensions and Alterations of Existing Academic Programs

College submitting request: __________________________________________________________

Title of program, degree, concentration, or courses being changed: __________________________________________________________

Initiator: __________________________________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus Address</th>
<th>Campus Phone</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Department Chair/School Director Approval
   (Signature/Date): __________________________________________________________

2. College Curriculum Committee Approval
   (Signature/Date): __________________________________________________________

3. Dean of the College's Approval
   (Signature/Date): __________________________________________________________

4. General Studies Committee (for changes to the General Studies Program only)
   (Signature/Date): __________________________________________________________

5. Institutional Effectiveness Committee Approval
   (Signature/Date): __________________________________________________________

6. Academic Undergraduate Council or Graduate Council Approval
   (Signature/Date): __________________________________________________________

7. Executive Vice Chancellor/Provost
   (Signature/Date): __________________________________________________________

Return approved package to the office of the Associate Provost.
A signed copy will be sent to the IRPE Office and to the appropriate Dean.

Revised 11-15-2007
Attachment C
TROY UNIVERSITY
Routing Slip for Approval of all UC Academic Program Offerings

University College Site Submitting Request: ____________________________
Degree Program Requested: ____________________________

Instructions: Please select (x) the situation below that is applicable for this request.

Requirements:
Letter of Intent - A full substantive change prospectus and a routing slip with items 1-12 completed is required in the following situations:
___ 1. When UC offers an unapproved (new) program at an approved site
___ 2. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an unapproved (new) site
___ 3. When UC offers an unapproved (new) program at an unapproved (new) site
___ 4. When UC offers an approved program for the first time in a new region
___ 5. When UC offers an approved program for the first time in a new country

Letter of Notification – An abbreviated substantive change prospectus and a routing slip with items 1-4 completed is required in the following situation:
___ 1. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an approved site.

Chancellor/Provost Pre-Approval/Date: ____________________________

1. The Regional Director requests that a Letter of Notification or Letter of Intent be prepared to send to SACS and provides a one to two page summary of the proposed program addition. Elements to be included in the two-page summary:
   1) Degree Offered, Program, Location, Start date; 2) Background Information; 3) Faculty; 4) Library and Learning Resources; 5) Physical Resources; 6) Financial Support; 7) Evaluation and Assessment; 8) Appendices – (a) Roster of full-time and adjunct faculty, (b) current program PIE

2. University College Academic Dean sends a Letter of Notification/Intent with accompanying program summary and routing slip to the appropriate college dean/chair for review, comment and/or approval (5 days).

3. Chair Approval/Date: ____________________________ Approve ☐ Disapprove ☐
   Dean Approval/Date: ____________________________ Approve ☐ Disapprove ☐

4. Upon receipt of item #3 approvals, the UC Academic Dean prepares a request to the IRPE Office. The IRPE Office prepares a formal letter for the Chancellor’s signature, logs information, and mails the signed letter of intent or notification to SACS with copies being sent to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.

5. The Regional Director prepares and sends the Prospectus to the UC Academic Dean.

6. The UC Academic Dean reviews the Prospectus, works with Instructional Support Services to edit the Prospectus, and sends the edited prospectus to the Regional Director for corrections as needed.

Revised 11-15-2007
7. The UC Academic Dean sends Prospectus with routing slip, items #3 signed and approved, to the appropriate college dean for Committee review and approval.

8. College Dean/Date: ____________________ Approve ☐ Disapprove ☐ Approved with Conditions ☐

(Attach conditions and specify if conditions must be met prior to request going to the IE Committee for review.)

9. The Substantive Change Prospectus with signed routing slip is submitted to the Institutional Effectiveness (IE) Committee for review and approval.

Signature of IE Chair/Date: ____________________ Approve ☐ Disapprove ☐ Approved with Conditions ☐

10. The Prospectus and signed routing slip is sent to the Academic or Graduate Council for review.

Signature of Chair/Date: ____________________ Approve ☐ Disapprove ☐

11. The Prospectus and signed routing slip is sent to the Provost for approval.

Provost/Date: ____________________ Approve ☐ Disapprove ☐

12. The Prospectus and signed routing slip is returned to UC Academic Dean for final changes and for production of multiple copies for SACS-COC. The UC Academic Dean forwards the appropriate number of copies to the IRPE Office who prepares a formal cover letter for the Chancellor’s signature, logs information, and mails the Prospectus with the Chancellor’s cover letter to SACS-COC with copies of the letter emailed to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.

Cc: Institutional Effectiveness (Original)
University College
Graduate Council
Financial Aid

Revised 11-15-2007
3.12.1 Supporting Documentation

3. Letter to Troy University from SACS, July 2009
   (Demonstration of systematic compliance)
July 13, 2009

Dr. Jack Hawkins, Jr.
Chancellor
Troy University
216 Adams Administration Building
Troy, AL 36082

Dear Dr. Hawkins:

The following action regarding your institution was taken at the June 2009 meeting of the Board of Trustees of the Commission on Colleges:

The Commission on Colleges reviewed the institution’s procedure addressing the timely reporting of substantive changes. No additional report is requested.

This review was conducted following the institution’s failure to report the initiation of an off-campus instructional site at Saigon Technical University in Ho Chi Minh City, Vietnam. The institution’s procedures for reporting substantive change must continue to address all types of substantive changes as defined in Commission policy, “Substantive Change for Accredited Institutions of the Commission on Colleges.”

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rlb

cc: Dr. Joseph H. Silver
COMPREHENSIVE STANDARD 3.14.1

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the commission in accordance with Commission requirements and federal policy. *(Publication of accreditation status)*

**Recommendation 18:** The Committee recommends that the institution demonstrate that it regularly monitors its international partners' print and web-based publications and ensures that Troy’s accreditation status is not claimed or conferred upon its international partners’ institutions and/or their educational programs in compliance with SACS/COC’s policies on Joint Curricular Ventures Involving the Award of Credit by Member Institutions.

**Summary of On-Site Review Committee Comments**

When the committee checked the Web sites of Troy University’s international partners, some inaccurate representations of Troy University’s regional accreditation statement were identified. No specific reference was made in the partnership agreements to the disclaimer in the SACS policy on Joint Curricular Ventures Involving the Award of Credit by Member Institutions.

**NARRATIVE**

*Executive Summary of Response*

Troy University has responded to this recommendation by:

1. Establishing the Consortia Relationship Review Committee.
2. Establishing Quality Audit Assessment Teams from each college teaching at offshore locations.
3. Deploying the Quality Audit Assessment Teams to ensure compliance with SACS policy on Joint Curricular Ventures Involving the Award of Credit by Member Institutions regarding international partner use of SACS accreditation statements.

Troy University has taken several actions that address the requirement to formally monitor international partners' print and Web-based publications for any indication that Troy University’s accreditation status is inappropriately used by the partner institution.

The University first established a Consortia Relationship Review Committee (CRRC) that includes all of the academic deans, the associate provosts, representatives of institutional effectiveness, and Global Campus leaders to address the concerns raised by the On-Site Review Committee.

To ensure compliance with SACS policy on Joint Curricular Ventures Involving the Award of Credit by Member Institutions, the Consortia Relationship Review Committee oversees all renewals or new agreements with international partners and ensures that these agreements include the required disclaimer below from the SACS Joint Curricular Ventures Involving the Award of Credit by Member Institutions policy to ensure that the
public understands the nature of the relationship. This disclaimer is provided in addition to the standard accreditation statement.

“Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor’s degree, the master’s degree and the education specialist degree. TROY’s international partner is not accredited by the Commission on Colleges, and the accreditation of Troy University does not extend to or include international partner institutions or their students.”

The University’s Consortia Relationship Review Committee has also played a key role in reviewing the Quality Assurance Audit Checklist that was used in July, 2009 to verify the quality of all academic programs being taught overseas. This checklist includes a review of all paper and Web-based promotional material, as demonstrated in Supporting Documentation 1.

Conclusion
Troy University has established a Consortia Relationship Review Committee, which in turn developed and implemented a policy to conduct ongoing audits at off-shore locations to ensure, among other issues, compliance with SACS policy on Joint Curricular Ventures Involving the Award of Credit by Member Institutions and international partner use of SACS accreditation statements. Audits by Troy University faculty were conducted in July, 2009 at all off-shore teaching locations in Malaysia, Vietnam, and Sharjah, United Arab Emirates.

Supporting Documentation

1. Quality Assurance Benchmark Checklist, excerpt of promotional material review
3.14 Supporting Documentation

1. Quality Assurance Benchmark Checklist,
   excerpt of promotional material review
# Quality Assurance Benchmark Checklist

## Promotional material

**Goal:** Promotional materials meet expectations for the university

<table>
<thead>
<tr>
<th>Are the specific criteria met?</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
<th>Not enough Information</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any advertisements or promotional materials that carry TROY name, seal, and/or logo are approved by TROY prior to publication or distribution.</td>
<td>X</td>
<td></td>
<td></td>
<td>All uses of the TROY name and logo appear consistent with standards</td>
<td></td>
</tr>
<tr>
<td>• Only the following statement may be used related to SACS-COC accreditation of a TROY degree program: &quot;Troy University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree, master's degree and the education specialist degree.&quot;</td>
<td>X</td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
<td></td>
</tr>
</tbody>
</table>
- The site is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students.

TROY will allow the use of the name "Troy University" with the name [the site] Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site] Campus.

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<tr>
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</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>No discrepancies noted.</td>
</tr>
</tbody>
</table>
FEDERAL REQUIREMENT 4.6

Recruitment materials and presentations accurately represent the institution’s practices and policies. *(Recruitment materials)*

**Recommendation 19:** The Committee recommends that the institution provide sufficient evidence and demonstrate that its Global Campus websites and its international partners’ recruitment materials and websites contain accurate and consistent information about the Troy educational degree programs and majors that are active and currently offered at the institution’s off-shore instructional sites.

**Summary of On-Site Review Committee Comments**

In the committee’s review of Web sites and recruitment publications at the off-shore locations, inconsistencies were noted in what Troy University listed on the Global Campus Web site for off-shore degree offerings and what its international partner institutions listed on their Web sites.

**NARRATIVE**

**Executive Summary of Response**

Troy University has responded to this recommendation by:

1. Incorporating a review of promotional materials into the Quality Assurance Audit Program.
2. Developing a Web site and recruitment materials checklist for use at all Global Campus locations.
3. Requiring twice-yearly review and verification of Web site and recruitment material accuracy.
4. Providing documentation that the review and verification are completed.

Troy University has taken action addressing the requirement to monitor Global Campus Web sites as well as current international partners' print and Web-based publications to confirm that they contain accurate information about the Troy University educational programs that are offered through Global Campus and at off-shore instructional sites. As part of its Quality Assurance Audit Program for offshore degree programs, the University has established a Quality Assurance Audit Checklist that includes a review of promotional materials. An excerpt is provided in Supporting Documentation 1 to demonstrate the review conducted in July, 2009 at visits to overseas locations.

In addition, the University has developed a recruitment material and Web site checklist to document twice-yearly reviews of all Web sites and recruitment materials at all Global Campus locations both overseas and in the United States.
The reviews occur in the months of July and December and involve the following three steps leading to final resolution:

1. The Global Campus location’s site director (or for the eCampus, the Associate Director for Quality Assurance) reviews all recruitment and Web site material relevant to the location and documents changes that need to be made. These recommendations for changes are then submitted to the regional level.

2. At the Global Campus regional level, the regional director and/or the Associate Director for Academics reviews and approves or rejects the recommended changes. Approved changes are submitted to the appropriate Web master for implementation. When all changes are made, the regional director or Associate Director for Academics initials and dates the checklist and submits it to the institutional level.

3. At the institutional level, the Institutional Research, Planning and Effectiveness division reviews the checklist to confirm that the review has been accomplished. The Global Campus Office for Institutional Research, Planning and Effectiveness maintains the checklists created during each review process and documents the Web site updates and approvals.

In context of the strategic realignment of Global Campus sites, the list of active Global Campus teaching sites and programs was refined during the period of April to mid July, 2009. Subsequent to this refinement, a list of sites and active degree programs and majors was distributed on July 10, 2009, to all Global Campus regional directors who were directed to review their locations’ Web sites as well as the print and Web-based publications of international partners.

The completed Web site and recruitment material checklists (sample provided in Supporting Documentation 2) were forwarded to the Global Campus Office for Institutional Research, Planning and Effectiveness on August 5, 2009 for review, and discrepancies have been resolved by the appropriate regional directors. Web sites and recruitment materials have also been reviewed by regional directors for consistency with 2009 strategic realignment of Global Campus sites and programs.

**Conclusion**

Troy University has incorporated a review of promotional materials into its Quality Assurance Audit Program for offshore degree programs as well as established procedures for reviewing Web site and recruitment materials at all Global Campus sites, regardless of location, twice yearly. These procedures allow the University to confirm that recruitment
materials contain accurate information about the Troy University educational programs that are offered through Global Campus and at off-shore instructional sites.

**Supporting Documentation**

1. Quality Assurance Benchmark Checklist, example
2. Web site and recruitment material checklist, example
4.6 Supporting Documentation

1. Quality Assurance Benchmark Checklist, example
**Quality Assurance Benchmark Checklist**

**Promotional material**

**Goal:** Promotional materials meet expectations for the university

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<td>X</td>
<td></td>
<td></td>
<td></td>
<td>No mention of SACS or accreditation was noted.</td>
</tr>
</tbody>
</table>
degree. [The site] is not accredited by the Commission on Colleges and the accreditation of Troy University does not extend or include [the site] or its students."

- TROY will allow the use of the name "Troy University" with the name [the site] Campus underneath the TROY name to designate the site. [The site] will be named as Troy University [the site] Campus.

<p>| | | | | |</p>
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<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No discrepancies noted.
4.6 Supporting Documentation

2. Web site and recruitment material checklist, example
For each item by row, Approvals must be documented with initials and date approved.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Location's Current Address</th>
<th>Documentation of Changes to Website or Recruitment Materials</th>
<th>Regional Level Initials (All Recruitment Materials Approved)</th>
<th>Name and Title of Regional Level Person Approving Materials</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S12 Online Material for Elizabethtown</td>
<td>4000 North Dixie Hwy, Suite 3 Elizabethtown, KY 42701</td>
<td>Site title modified</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S13 Online Material for Hurlburt Field</td>
<td>Building 90220 Hurlburt Field, FL 32544</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S14 Online Material for Eglin AFB</td>
<td>Building 251 D. Avenue Eglin AFB, Florida 32542</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S15 Online Material for Fort Walton</td>
<td>61 Beal Parkway SE; Fort Walton Beach, FL 32548</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S16 Online Material for Jacksonville</td>
<td>2683 St. John's Bluff Road South, Ste 123, Jacksonville, FL 32246</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S17 Online Material for Marianna</td>
<td>5094 Indian Circle Marianna, FL 32446</td>
<td></td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S18 Online Material for Orlando</td>
<td>4525 Vineland Road, Ste 204 Orlando, FL 32811</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S19 Online Material for Sanford</td>
<td>116 West First Street Sanford, FL 32771</td>
<td></td>
<td>DMW</td>
<td>David White, Director</td>
<td>website not yet activated</td>
</tr>
<tr>
<td>S20 Online Material for Pensacola</td>
<td>21 N. New Warrington Road Pensacola, FL 32506</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S21 Online Material for Whiting Field</td>
<td>Building 1417, Room 166 7540 USS Enterprise Street Milton, FL 32570</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S22 Online Material for Pensacola - Naval Air Station</td>
<td>300 Chambers Avenue NAS Pensacola, FL 32508</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td>Part of Pensacola web page</td>
</tr>
<tr>
<td>S23 Online Material for Rock Hill</td>
<td>1348 Ebenezer Road Suite 102 Rock Hill, SC 29730</td>
<td>Site title modified</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S24 Online Material for Savannah</td>
<td>48 W. Montgomery Crossroads Suite 203 Savannah, GA 31406</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S25 Online Material for Sumter</td>
<td>170 East Westmark Blvd Westmark Plaza Sumter, SC 29150</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td></td>
</tr>
<tr>
<td>S26 Online Material for Shaw AFB</td>
<td>398 Shaw Drive Shaw AFB, SC 29152</td>
<td>Site closing</td>
<td>DMW</td>
<td>David White, Director</td>
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<td>S27 Online Material for Tampa Bay</td>
<td>5201 West Kennedy Blvd, Ste 110 Tampa, FL 33609</td>
<td>Program listing updated</td>
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<td>David White, Director</td>
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<tr>
<td>S28 Online Material for MacDill AFB</td>
<td>Albert Arrighi Building 6102 Condor Street MacDill AFB, FL 33621</td>
<td>site closed</td>
<td>DMW</td>
<td>David White, Director</td>
<td>No separate web page</td>
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<td>S29 Online Material for Tifton</td>
<td>508 South Main Street Tifton, GA 31794</td>
<td>Site title modified</td>
<td>DMW</td>
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<td>S30 Online Material for Panama City</td>
<td>527 Airport Road Panama City, FL 32405</td>
<td>Program listing updated</td>
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<td>David White, Director</td>
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<td>S31 Online Material for Tyndall AFB</td>
<td>Building 230, Rm 44A Tyndall AFB, FL 32403</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White, Director</td>
<td>Part of Panama City web page</td>
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<tr>
<td>S32 Online Material for Vidalia</td>
<td>130 Queen Street, Ste 18 Vidalia, GA 30474</td>
<td>Site closed</td>
<td>DMW</td>
<td>David White, Director</td>
<td>No separate web page</td>
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For each item by row, Approvals must be documented with initials and date approved.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Location's Current Address</th>
<th>Documentation of Changes to Website or Recruitment Materials</th>
<th>Regional Level Initials (All Recruitment Materials Approved)</th>
<th>Name and Title of Regional Level Person Approving Materials</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Material for Langley AFB</td>
<td>450 Weyland Road Building 1027, Room 134B Langley AFB, VA 23665</td>
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<tr>
<td>Online Material for Little Creek</td>
<td>Navy College Office 1481 D. Street Building 3016, Rm 254 Norfolk, VA 23521</td>
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<td>Online Material for Norfolk Naval Station</td>
<td>Naval Station Norfolk Room 207 CEP-87 - second floor</td>
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<td>Online Material for Norfolk Regional</td>
<td>5425 Robin Hood Rd Suite B1 Norfolk, VA 23513</td>
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<tr>
<td>Online Material for South Boston</td>
<td>SVHEC 820 Bruce St. South Boston, VA 24592</td>
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<td>Online Material for Oceana NAS</td>
<td>Naval Air Station Oceana Navy College Building Building 531, Room 100</td>
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<td>Online Material for Portsmouth NMC</td>
<td>Naval Medical Center Portsmouth</td>
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<tr>
<td>Published Print Material for Southeast Region - All Site Locations</td>
<td>Printed Recruitment Materials Reviewed and Checked</td>
<td>All documents in use have been purged</td>
<td>DMW</td>
<td>David White Director</td>
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<td>Online Material for Albany</td>
<td>321 Williams Junior Street Albany, GA 31707</td>
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<td>David White Director</td>
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<td>Online Material for Atlanta</td>
<td>1117 Perimeter Center West Suite N101 Atlanta, Ga 30338</td>
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<td>Online Material for Augusta</td>
<td>2743 Perimeter Parkway, Suite 201 Augusta, GA 30909</td>
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<td>DMW</td>
<td>David White Director</td>
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<td>Online Material for Ft. Gordon</td>
<td>741 Barnes Avenue, Bldg 21606 Ft. Gordon, Ga 30005</td>
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<td>DMW</td>
<td>David White Director</td>
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<td>Online Material for Brunswick</td>
<td>644 Scranton Road, Ste 207 Brunswick GA 31525</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White Director</td>
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<tr>
<td>Online Material for Charleston</td>
<td>1054 Gardner Road, Suite 211 Charleston, SC 29407</td>
<td>Program listing updated</td>
<td>DMW</td>
<td>David White Director</td>
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<td>Online Material for Columbus</td>
<td>505 Manchester Expressway Suite B-19 and B-21 Columbus, GA 31904</td>
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<td>DMW</td>
<td>David White Director</td>
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<td>Online Material for Ft. Benning</td>
<td>Building 2603, Dixie Road Ft. Benning, GA 31905</td>
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<td>Online Material for Clarksville</td>
<td>389 Tiny Town Rd Clarksville, TN 37042</td>
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<td>Online Material for Covington</td>
<td>8134 Geiger Street Covington, GA 30014</td>
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Southeast Region

S1 Online Material for Clarksville 8134 Geiger Street Covington, GA 30014 Program listing updated DMW David White Director

S11 Online Material for Covington 8134 Geiger Street Covington, GA 30014 Program listing updated DMW David White Director

TROY Global Campus Website/Recruitment Materials Checklist