

4.1

Student achievement

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.

Angelo State University evaluates success with respect to student achievement as appropriate to the institution's educational mission and in accordance with requirements established by the state of Texas.

As a public institution of higher education in Texas, ASU is required to report on institutional performance measures using the Automated Budget Estimate System of Texas (ABEST), which is a web-based application developed by the Legislative Budget Board (LBB) to track requests for appropriations and performance for the Texas Legislature. Biennially, ASU updates or establishes performance targets, which are subject to approval by the LBB. ASU enters actual performance data into the ABEST system. The LBB uses this data to generate a performance report for each fiscal year. Several performance measures related to student achievement are reported in the LBB performance reports, including course completion rates, teacher certification rates, and pass rates on nursing licensure examinations. Other performance measures, such as licensing exams in physical therapy and athletic training, are not subject to LBB reporting requirements but are tracked by the relevant ASU departments. Data from other state agencies are also used to track student achievement, including data from the Texas State Board of Public Accountancy, which tracks pass rates for the Certified Public Accountant exam, and employment data for university graduates tracked by the Texas Higher Education Coordinating Board (THECB). Individual ASU departments also maintain data on student achievement as relevant to the given discipline. A summary of key student performance data is provided below.

COURSE COMPLETION

ASU monitors the percentage of semester credit hours completed in accordance with the LBB definition, which specifies the method of calculation as follows: "The total number of semester credit hours for which students are enrolled on the last day of the semester divided by the number of semester credit hours for which students were enrolled on the 12th class day for the fall and spring semesters or the appropriate census day for summer sessions" (General Academic Institutions Performance Measure Definitions, Outcome 16, LBB May 2010). All curriculum areas and all semesters are included in the calculations. Over the past ten years, ASU has either exceeded or come within about one percent of its annual target for this measure, as indicated in the attached table summarizing ASU's targeted and actual completion rates (LBB

Percentage of Semester Credit Hours Completed, FY 2002–2011). An example of how this measure is reported in the LBB's annual performance report is also attached (LBB Actual Performance for Outcome Measures, FY 2011, p. 4, Outcome 16).

STATE LICENSING EXAMINATIONS

State and/or national licensing examinations are appropriate for evaluating student success in several of ASU's educational programs, including its teacher certification, nursing, physical therapy, athletic training, and accounting programs.

Teacher Certification

ASU offers programs to prepare teachers for certification at the elementary, middle, and high school levels, and the College of Education closely monitors student progress and pass rates in every area in which certification is offered (Teacher Certification Areas Offered at ASU). In accordance with LBB performance definitions, ASU tracks "The percentage of the institution's undergraduate teacher education program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program" (General Academic Institutions Performance Measure Definitions, Outcome 17, LBB May 2010). The targeted and actual certification rates are reflected in the annual LBB performance reports. For seven of the last ten years, ASU's actual performance on this measure has exceeded the annual target, as summarized in the attached table (LBB Certification Rate for Teacher ED Grads, FY 2002–2011). An example of how this measure is reported in the LBB's annual performance report is also attached (LBB Actual Performance for Outcome Measures, FY 2011, p. 4, Outcome 17).

In addition to monitoring pass rates on teacher certification exams, the College of Education tracks other data relevant to assessing student achievement in its programs, including the number of candidates enrolled in the ASU Educator Preparation Program, the number of finishers as defined by the Accountability System for Educator Preparation, and overall pass rates used for accreditation purposes by the State Board for Educator Certification. A summary of available resources and reports is published on the College of Education website (Data Resources).

Nursing

In accordance with LBB performance definitions, the ASU College of Health and Human Services tracks "The percentage of the institution's nursing program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program" (General Academic Institutions Performance Measure Definitions, Outcome 25, LBB May 2010). Exam pass rates for graduates of ASU nursing programs have been near target rates for the past decade, with the exception of four years. These variances are explained in the LBB reports and in the attached table (LBB Nursing Pass Rates for ASU Nursing Graduates Taking the State Licensing Exam, FY 2002–2011). For an example of how nursing pass rates are reported in the LBB's annual performance report, see LBB Actual Performance for Outcome Measures, FY 2011, p. 5, Outcome 25.

Physical Therapy

The ASU Doctor of Physical Therapy (DPT) program is subject to accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE). The DPT program has consistently exceeded CAPTE's standard for an 80% overall pass rate on the National Physical Therapy Examination, with ASU graduates achieving an average overall pass rate of 98.2% from 2002–2010 (Physical Therapy Pass Rates and Employment).

Athletic Training

Graduates of the ASU Athletic Training Education Program (ATEP) take either the national Board of Certification exam or the Texas State Licensure exam for athletic trainers. The ATEP program was first accredited by the Commission on Accreditation of Athletic Training Education in 2004, and exam results since then show a steady increase in the percentage of students who pass the exams on the first attempt (ASU Pass Rates on Athletic Training Licensure Exams, 2004–2011).

Accounting

The Texas State Board of Public Accountancy tracks pass rates for the Certified Public Accountant (CPA) exam throughout the state of Texas, and the ASU College of Business extracts from this data a summary comparing the pass rates of ASU graduates with those of other selected institutions (ASU CPA Exam Results).

JOB PLACEMENT RATES

The Texas Higher Education Coordinating Board tracks students who attend Texas public colleges after they leave school and produces reports by institution describing the percent of former students who are working and/or attending an institution of higher education in the state of Texas. The most current report available is for 2009-2010, and the data are more complete than what ASU can obtain from voluntary alumni surveys. Some salient portions of recent reports have been summarized in the attached table, Job Placement Rates for ASU Graduates, 2005–2010. For an example of how these data are reported by the THECB, see Job Placement Rates for ASU Graduates, 2009-2010.

The Doctor of Physical Therapy program also tracks graduates closely and has quality data on the employment of its graduates, as summarized in the Physical Therapy Pass Rates and Employment document (p. 2).