2.10

Student Support Services

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

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Angelo State University (ASU) is compliant with Core Requirement 2.10. ASU support services provided in realization of the institutional mission [Angelo State University Mission Statement (Page 1); see paragraph 5] are outlined below. Many services listed are assessed by ACT's Student Opinion Survey (SOS). The SOS2006 Report includes explanation of the items and comments; SOS Fig 1 06 shows the level of participation, and SOS TBL06 contains all the data tables.

Financial Aid

The Office of Student Financial Aid provides aid of various types to both undergraduate and graduate students in financial need. The Office of Financial Aid directly supports student success through the provision of "need-based and non-need based financial assistance to those students who otherwise would not be able to attend the University" (see Consumer Information).

Financial Aid services are described below. The web address is provided in case the reader wishes more information about the office: http://www.angelo.edu/services/financial_aid/.

In the fall 2008 semester, Financial Aid distributed funds to approximately 70% of ASU students (see Fin_Aid Info) including 833 Carr Scholarships AY 2008-2009 from the privately endowed Carr Foundation.

The Office of Financial Aid has received favorable ratings from students in the Student Opinion Survey (SOS) SOS2006 Report; see Financial Aid under the College Services heading on Adobe Reader pg. 5, which is report pg. 4. The SOS is administered every three years and was last administered in 2006. Table B, SOS TBL06, shows that Financial Aid has risen in the rankings over the last 10 years, and Tables C-E show that the mean score for the service is significantly above the public college mean (see also the comment section, SOS2006 Report, see Adobe Reader pg. 8, which is report pg. 23).

Financial Aid's institutional effectiveness report (Financial Aid IE 2005) describes the office's efforts to meet students' needs through customer efforts (Goal 1) and by providing leadership in the technology upgrade from a legacy system to an enterprise resource planning (ERP) system (Goal 2).

Residence Life (now called Residential Programs)

On its home page, Welcome to Residential Programs with active link to the Internet at http://www.angelo.edu/dept/residence_life/, the Office of Residential Programs (RP) states its support for the education
mission of ASU: "The residence halls play a special role in education and student development at ASU. By being more than a place to eat and sleep while attending college, the residence halls provide an opportunity for students to experience a sense of community with shared commitment and social responsibility." Students are further encouraged to "round out" their university experience by "getting involved in the many activities and learning opportunities available . . . as a residential student. Involvement in campus activities and events is a proven indicator of a successful college career."

ASU, as of the fall 2008 semester, housed 30% of its students in eight residence halls. The ASU Housing Policy section of the Residence_Hall_Handbook_2008-09 (Page 6) states that all students who have earned less than 60 college credits or who cannot demonstrate a special reason for not residing on campus are required to live in campus housing. Demographically, of those living on campus during the fall 2008 semester, 56% were freshmen, 26% were sophomores, 11% were juniors, 7% were seniors, and less than 1% were graduate students. As for gender distribution, 47% were male and 53% were female.

Residentially-based programs and activities contribute significantly to the student development initiatives of ASU. Enhancement Programs is a new area of RP and was created to fill some important gaps in targeted student development areas. The Enhancement Programs coordinator specifically targets academic-support programming. RP has had "enhancement" programs for several years, but they were a cluster of add-on responsibilities assigned to the area coordinators, staff, and director. The Enhancement Programs coordinator will increasingly focus on first-year-experience themes and will spend more time with special interest areas. The coordinator also will work on improving communication and relationships with parents. Enhancement Programs utilizes evaluation sheets at each program and asks for students' input: did students like the program, what would make the program better, etc. RP is currently creating a database with this information.

To assist in retention, program assistants (students enrolled in classes and living on campus) plan programs for students living on campus. Study halls are hosted in residence halls around campus Mondays through Thursdays throughout the semester. Educational programs are planned each semester with topics including, but not limited to the following: resources available on campus, interviewing and resume etiquette, dining etiquette, "Let's Talk About..." (a series of meetings with topics such as relationships, body image and stress) and money management. See Employment.

Residential Programs' initiatives are assessed by two main surveys: ACT's Students Opinion Survey (SOS) and EBI's Benchmarking survey. Residential Programs rose in the 2006 Student Opinion Survey rankings from 16th (SOS TBL06, please see Table C) and had mean scores significantly above the public college mean. SOS is administered every three years; the 2009 administration is currently being conducted.

The most formal assessment tool used by Residential Programs is the EBI Inc. Benchmarking survey. The EBI Inc. Benchmarking survey is administered to all residential students annually. It provides feedback, not just on overall satisfaction, but also by several institutional key operational and programmatic areas. Comparisons are provided against ACUHO-I (Association of College and University Housing Officers--International), CAS (Council for the Advancement of Standards in Higher Education), and NASPA (National Association of Student Personnel Administrators) benchmark standards. ASU also compares its performance against a number of participating peer institutions that are selected institutions in our Carnegie Classification, as well as all of the EBI participants.

In addition to the more formal benchmarking/survey tools, Residential Programs receives informal feedback from students in the form of interest surveys that Residence Advisors use on their floors, through a housing email address, and through staff efforts to ask students for ideas, suggestions, etc. RP also looks at student conduct patterns—location and types of violations, frequency, etc.

Social and Cultural Activities

The 2007-2009_Catalog_undergrad (Page 6) states that "Beyond the classroom, ASU students have a variety of opportunities to broaden their horizons and strengthen their resumes." Students at Angelo State University can participate in 103 different student organizations, including 5 Greek-letter social organizations. All student organizations
are advised by a faculty or member of the staff. Faculty/staff advisors are encouraged to meet with their respective student
groups and discuss student organization and advisor expectations. The Center for Student Involvement allows the advisor
and student organization to decide for themselves the level of involvement each advisor will have with the student
organization. Advisors are required to sign all Student Organization Leadership Fund requests in order for the student
organization to receive funding. Student Senate is advised by one faculty advisor as well as by the Executive Director for
Student Life.

The University Center Program Council (UCPC; [http://www.angelo.edu/org/ucpc/](http://www.angelo.edu/org/ucpc/)) "is designed to engage Angelo State
University students in opportunities to grow developmentally through interaction with their fellow students. The UCPC is a
student-governed entity that hosts the majority of campus events. All events are organized and led by students under the
direction of the Center for Student Involvement professional staff. The UCPC is funded by the University Center Fee,
which is paid each semester by every ASU student" (see [UCPC Purpose](http://www.angelo.edu/org/ucpc/)).

The University Center Program Council provides the schedule of events from fall 2008. University Center
Programming Council events can be categorized as follows: Campus Support, Diversity, Educational, Entertainment and
Novelty. Student event organizers offer event evaluations that survey the audience based on a set of criteria. The
organizers evaluate those responses and use that information to complete an overall event critique which, in turn, is
submitted to the coordinator for Student Programs. The chairperson responsible for the event completes the evaluation
and meets with the coordinator to discuss the overall quality of the program.

The Center for Academic Excellence

The Center for Academic Excellence encompasses several support components:

1. Academic Advisement,
2. Career Development,
3. Supplemental Instruction,
4. Transitional Services, and
5. University Studies.

Each of these service units is explained below.

Academic Advisement

The purpose of Angelo State University's Academic Advising Office is to provide professional academic advising services
for students, primarily undeclared majors, in the development of meaningful educational plans that are compatible with
their academic and career goals. The Academic Advising Office concentrates on three groups of students: undeclared,
pre-nursing, and incoming honors. Advising for all other students occurs in the appropriate academic departments. Please
see the schedule for advising in the [2007-2009 Catalog Undergrad](Page 394) and a description of CAPP (Curriculum Advising and Program Planning) in the [2007-2009 Catalog Undergrad](Page 366) last section. CAPP is the online
program that tracks progress towards degree completion. Information in CAPP is updated by advisors during required
advising periods.

ASU students are served by two full-time professional advisors and five part-time faculty advisors from the Colleges of
Liberal and Fine Arts, Sciences, and Business. On average, student participation annually by category is as follows:

- undeclared, 500-900 students;
- pre-nursing, 300-400 students;
- incoming honors, 70 students.

In addition, the advisors provide support for "overflow" from academic departments, especially during spring break when
faculty are not on campus. On average, 2,600 advising sessions are held per year. ASU students in the aforementioned
categories are not assigned advisors; therefore, advisor/advisee load numbers are not cited because advisors serve both on an appointment and walk-in basis.

Advising as a whole is included as part of the ACT Student Opinion Survey (SOS). With 2,595 students participating in the 2006 administration of the SOS (SOS Fig 1 06), more students (n = 2046) rated the advising service than any other campus service (SOS TBL06, Table A). Advising was ranked 10th out of 21 college services, rising from 15th in 2003.

Career Development

The Career Development mission states that "services are designed to help [the student] explore various career options and assist [the student] with [his/her] job search." The Office of Career Development offers a number of programs and job fairs each year (see Career Development 5 year stats report) in order to help students to be successful after graduation. See also Career Development Info, the accompanying table referred to in the Career Development 5 Year Stats Report.

In evaluations of its services, Career Development, called Career Planning Services on the survey, also ranked 10th (in a three-way tie out of 21) on the Student Opinion Survey (SOS TBL06) and had mean scores significantly above the public college mean (please see Table C, same report).

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-led group study to retain students enrolled in traditionally difficult courses, those with high unsuccessful completion rates (Ds, Fs, and Ws). The SI sessions are facilitated by SI Leaders, students who have previously and successfully completed the targeted course. SI leaders offer weekly review sessions that allow students to clarify lectures, compare notes, discuss readings and important concepts, and develop study skills strategies specific to the course. At ASU, SI attendance has shown marked improvement in student success (see S08_SI) just as national statistics indicate that students who regularly attend SI improve their final course standing from one-half to one full letter grade better than students who choose not to attend.

Transitional Services

Transitional Services provides freshman and transfer students with information and academic assistance which promote quality and seamless transition into the university and ensure academic success. Transitional Services facilitates the EarlyAlertProgram. Faculty are encouraged to submit names of those students who may be jeopardizing their academic futures, as Transitional Services assists in student contacts and referrals. The office is currently evaluating adequate methods to track overall academic success of students referred to the program.

University Studies

University Studies (USTD 1201) is an optional, two-hour credit course available to all entering freshmen. Students who are admitted provisionally and/or those who must take developmental courses are strongly encouraged to enroll in order to provide them a solid foundation on which to build their college careers. The scope of the course changed in fall 2007 when ASU started to develop a First-Year Experience program and again in fall 2008 when the focus of the program shifted. Because of the changes in focus of the program and thus to the USTD course itself, fall-to-fall longitudinal comparisons of retention are not possible. However, baseline fall-to-spring retention was established in fall 2008 and compared to non-USTD-enrolled students USTD Retention Fall-Spring. Retention rates from the previous two fall semesters were included as points to help shape the on-going discussion of measuring success in the USTD 1201.

The course has six distinct objectives for students:

- to learn problem-solving techniques;
- to improve critical reading skills;
- to develop and use effective study strategies;
● to manage time effectively;
● to increase awareness and use of university resources; and
● to increase chances to graduate on time.

Off-Campus Sites

Since 1974 Angelo State University has offered classes at Goodfellow Air Force Base (GAFB) also in San Angelo and a few miles from the main campus. Students taking classes at GAFB have the same access to services as those attending classes on the main campus. The Office of Extended Studies serves as liaison between Angelo State University and active-duty military personnel stationed at Goodfellow Air Force Base.

ASU also utilizes classroom space in the three Texas Tech University (TTU) sites in the Texas Hill Country at Junction, Marble Falls and Fredericksburg to offer courses from departments within the College of Education. All students attending classes in the Hill Country are admitted to ASU in the same manner as students attending the main campus. The registrar, the faculty, all supporting staff functions, and all courses in all degree programs are those at the ASU campus in San Angelo. Students taking classes in Hill Country locations do have the same electronic access to services as all other ASU students. For example, they have access to the same library search engines, registrar services, IT functions such as ASU email addresses, and electronic Ramport (the university's portal) accounts for paying bills and receiving campus news.

Sources