4.1

**Student achievement**

The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

**Judgment**

✔ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

Angelo State University (ASU) is compliant with Federal Requirement 4.1. Descriptions of student success in regard to course completion, state licensing examinations, and job placement rates follow.

**Course Completion**

ASU’s evaluation of success with respect to course completion is reflected in the Texas Legislative Budget Board (LBB) Performance report. Each year institutions report targeted outcome measures to the Texas legislature. ASU’s target, which is set by ASU and adjusted at the discretion of the LBB, is that 92% of attempted credit hours will be completed. Over the past five years, ASU’s completion rate has been within the target as evidenced by the low of 91% in LBB_FY_2007, page 4, Outcome 16 and the high of 92% in LBB_FY_2008, page 4, Outcome 16.

Four years ago, ASU began a program of Supplemental Instruction (SI) to help students pass difficult introductory courses such as BIO2423, Human Anatomy, and MATH1302, College Algebra. After the first semester in fall 2005, students who attended SI sessions were half as likely to withdraw from these classes, as enumerated in SI Report 061 Update and S08_SI. Students who attend SI also tend to have higher course grades than those who do not. These results are reflected in the above-linked reports.

Other examples of ways that ASU helps students complete courses follow.

a) ASU uses an "early alert" system in which faculty ask Transitional Services/Office of Academic Advising to contact students who have missed classes and offer them guidance and referrals to services (see early_alert_flyer). Over the last three years, the service has increased usage each year EarlyAlertProgram. The office is currently evaluating adequate methods to track overall academic success of students referred to the program.

b) ASU provides a writing center and mathematics labs to assist students in skill development. Each semester the Writing Center employs four to five graduate and three to four undergraduate tutors. More in-depth information can be obtained at the Writing Center website: [http://www.angelo.edu/dept/writing_center/](http://www.angelo.edu/dept/writing_center/). Tutors are chosen by English faculty based on their interest in writing and in peer tutoring. Tutors mostly respond to writing needs from students enrolled in developmental and freshmen-level composition classes as well as students completing the Texas State Initiative (TSI) requirements, a state, basic proficiency requirement that determines whether or not students need to take developmental English classes. During the 2007-2008 academic year, 3,584 writing advisement sessions were held (see Writing Center Service statistics). In order to track the academic progress of students served in the Writing Center, the English Department recently purchased software that will allow them to do so without overburdening thin resources.

The mathematics labs focus on tutoring for developmental and lower-division classes. Each lab employs two student tutors who have to meet hiring requirements as described in the Math Lab Information memo from Dr. Paul Swets, the head of mathematics. Numbers of students served are listed by type--lower-division (afternoon lab), developmental, and
both (evening lab)--in math lab headcounts, the attachment referred to in the above memo. The Math lab, open when most students in need of the service are available, are advertised on the Mathematics Homepage at the Math Lab tab: MATH LAB HOURS. More in-depth information can be obtained at http://www.angelo.edu/dept/mathematics/labhours.html.

State Licensing Examinations

State Licensing Examinations are appropriate to disciplines with Teacher Certification programs, Nursing, and Physical Therapy. For the list of disciplines with teacher certification see 2007-2009_Catalog_undergrad (Page 342) under the Secondary Certifications heading.

ASU's evaluation of success with respect to pass rates of licensure exams is paralleled in the Texas LBB Performance report. ASU has target rates of 87.4% for overall teacher certification (LBB_FY_2008 please see page 4, Outcome 17) and 92.8% for baccalaureate-level nursing (LBB_FY_2008 please see page 5, Outcome 25). Except for one Nursing pass rate that was not met in the last five years, ASU has consistently been within or above the target parameters.

Faculty and staff in the College of Education and in the College of Nursing and Allied Health monitor progress towards successful pass rates of their graduates as shown above by the annual reporting of these rates to the LBB. Moreover, the Nursing department's continuing accreditation by the National League for Nursing Accrediting Commission (NLNAC) depends in part on maintaining its pass rate. Faculty in the various academic programs that offer teacher certification also monitor progress towards successful pass rates of their graduates (see PassRatesbyTeacherCert0708). Additionally, individual departments also monitor student success in certification examinations; for example, English Dept. SLO_Methods_ Results_f2008, and Biology AcadResults 04-05.

The Physical Therapy program is a graduate-level program and is therefore not subject to the same LBB expectations; however, it exceeds the Commission on Accreditation in Physical Therapy Education's (CAPTE) 80% overall pass-rate standard with an almost 100% pass rate for the last five years (see Physical Therapy Pass Rates).

Job Placement Rates

The Office of Career Development (http://www.angelo.edu/services/career/) offers a number of programs and job fairs each year (see Career Development 5 year stats report) to help students to be successful after graduation. Career Development Info is the accompanying table referred to in the Career Development 5 Year Stats Report.

The Texas Higher Education Coordinating Board (THECB) has recently begun producing a report for universities that describes the percent of students working and/or attending an institution of higher education in the state of Texas. The report lags behind real time by two years, so records for 2005-2006 are the most current available. However, the data are much more complete than what ASU can obtain from a voluntary alumni survey. Because publication of the THECB report is so recent (fall 2008), ASU has not had an opportunity to use the information included. An executive summary THECB Job Track was sent to administrators including the provost, deans, and academic department heads in December 2008.

Records from THECB Job Rates 05-06 please see page 3 show that two-thirds of the students who left ASU before graduation are either working or working and enrolled at a Texas public institution and that 91% of those with associate degrees (AAS Nursing graduates), 78% of ASU baccalaureate graduates, and 83% of ASU master's graduates are doing the same. Page 6 of the same report linked above shows the top ten industries for employment. Although it is an incomplete picture of the employment of ASU graduates, it does show the percents of the cohort who are working in the education and medical fields. Page 5 of the same report linked above speaks to equity of employment across gender and ethnicities. While 81% of female ASU graduates are working and/or attending institutions of higher education across the state, 76% of male ASU graduates are doing the same. Almost 94% of African-American ASU graduates are employed; followed by 84% of Hispanic ASU graduates and 81% of Asian ASU graduates.

Several departments ask graduating seniors to complete surveys that include questions about employment and graduate school plans. Departments with fewer majors, such as Physics and Computer Science, tend to follow their graduates more closely. Samples of their surveys follow: Physics and Computer Science exit surveys. Physical Therapy also tracks their graduates very closely and has hard data (Physical Therapy Employment.)

Sources