Commission on Colleges
Southern Association of Colleges and Schools

REPORT OF THE REAFFIRMATION COMMITTEE

ANGELO STATE UNIVERSITY
SAN ANGELO, TEXAS

MARCH 25-28, 2002
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REPORT OF THE REAFFIRMATION COMMITTEE
ANGELO STATE UNIVERSITY

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On March 25-28, 2002, a reaffirmation committee from the Commission on Colleges of the Southern Association of Colleges and Schools visited Angelo State University in San Angelo, Texas.

Currently part of the nine-member Texas State University System, Angelo State University was organized as a two-year college in 1926 as San Angelo College, a part of the city school system. It received its own Board of Trustees in 1945, and became a four-year institution and a member of the Board of Regents of State Senior Colleges by act of the Texas Legislature in 1965. It awarded its first baccalaureate degrees in 1967, and was officially named Angelo State University in 1969. In 1970, the Board of Regents and the Texas Higher Education Coordinating Board authorized graduate education for the institution. In 1975, the Legislature changed the name of the University's governing board to "Board of Regents of the Texas State University System." The University is situated on a beautiful 268-acre campus, the location of nine major instructional buildings and many other well-maintained facilities, including eight residence halls. It offers forty-seven undergraduate programs in twenty-six disciplines, seven baccalaureate degrees, one associate degree in Nursing, and seven master's degrees in twenty-two programs in thirteen disciplines. In the fall of 2001, it enrolled 6,262 students.

The visit began with a luncheon on Monday, March 25, 2002, for the Chancellor of the System, the Chair of the Board of Regents, the Chair and two members of the committee who had been assigned the areas of institutional effectiveness and
administrative processes, respectively. Later in the afternoon on March 25, an organization and orientation meeting of approximately two hours duration was held with the entire committee, and the Chancellor and Chair of the Board met with the committee during a portion of this time. On Monday evening, the committee met with President Jim Hindman and other members of the University community for a reception and dinner. Tuesday, March 26, and Wednesday, March 27, were utilized in individual and group interviews, document review, and data evaluation. Executive sessions of the committee were held just before lunch on Tuesday and Wednesday, and again in the late afternoon of those days. The visit concluded with an Exit Report to President Hindman and his staff on Thursday, March 28, 2002.

The arrangements for the visit were outstanding. The committee expresses its great appreciation to President Hindman and Self-Study Director Kathleen Holcomb and to the faculty, staff and students who assisted them in providing superb physical accommodations and excellent support throughout the visit.
Self-Study

Angelo State University conducted a comprehensive self-study organized along traditional lines to assess its strengths and weaknesses. The Self-Study Report and the Addendum thereto fairly articulate, in the consensus view of the committee, the present status of Angelo State University with respect to the Criteria for Accreditation. The self-study group, consisting of 152 people broadly representative of all campus constituencies, organized themselves into fifteen principal committees to research and write the various sections of the report. They adopted a comprehensive Self-Study Plan, a copy of which was made available to the visiting committee. The chairs of the principal committees, along with the Director of the Self-Study and the Chair of the Editorial Committee, constituted the Self-Study Steering Committee.

The strengths of the self-study include its general comprehensiveness, its well-edited and smooth flowing style, and its broad based involvement of the campus generally. On the other hand, the committee found it remarkable that the self-study report as finally submitted contained no recommendations and only a few suggestions, although it did address strengths and weaknesses of the institution. The explanation given to the committee for this paucity of institutional direction for constructive change was that problems were corrected as they were identified during the self-study process. Indeed, included in the supporting documentation supplied to the committee was a list of actions taken during the course of the self-study to insure compliance with the Criteria.

Nevertheless, it is clear to the committee, after a review of the Self-Study and the committee visit to the campus, that Angelo State University is an institution that has...
greatly improved itself over the decade since the last self-study in 1992, and particularly over the last five years under the leadership of the current president.

During the visit, the committee was uniformly impressed with the remarkable sense of community and display of collegiality among the faculty, staff, students, and administration of Angelo State University. Additionally, it was evident to the team that town/gown relationships in the San Angelo region are excellent. Further, The Texas State University System, functioning through its Chancellor and Board of Regents members, is an extremely helpful, effective, and efficient governing structure for the University. The committee commends the Angelo State University stakeholders on the excellent relationships and mutual respect that exist among the faculty, staff, students, administration, Board of Regents, and community at large.

1.1 Institutional Commitment and Responsibility in the Accreditation Process

As indicated above, Angelo State University has conducted a comprehensive self-study and has fully participated in the peer review process envisioned in the *Criteria for Accreditation*. It has discharged its responsibilities in this regard with honesty and integrity that were demonstrated to the committee throughout the process. Full and open access to all records and information about the institution was given to the committee. The committee likewise found no violation of program responsibilities by the institution under Title IV of the Higher Education Amendments.

1.2 Application of the *Criteria*

Angelo State University has demonstrated a willingness to comply with all aspects of the *Criteria for Accreditation*. Further, as evidenced by an exchange of correspondence between the President of the institution and the Executive Director of the Commission on Colleges, the University has complied with the substantive changes
policies of the Commission. Also, as published as Appendices I and II in its student handbook, the institution has adequate procedures for addressing written student complaints.

1.3 Separately Accredited Units

Angelo State University has no separately accredited units.

1.4 Conditions of Eligibility

Following a comprehensive evaluation of Angelo State University during this reaffirmation visit, the committee is of the firm opinion that the institution is in compliance with all of the "Conditions of Eligibility."

1.5 Initial Membership

This section is not applicable to this reaffirmation process.

1.6 Representation of Status

Angelo State University accurately represents its status and relationship with the Commission on Colleges. The following statement is in its 2001-2003 Bulletin:

Angelo State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award degrees at these levels: associate, baccalaureate, and master's.
The current Mission Statement of Angelo State University was revised and adopted by the Texas State University System Board of Regents in August 1997, and approved in principle by the Texas Higher Education Coordinating Board (THECB) in May 1999. It was subsequently reaffirmed by the Board of Regents in January 2001 as part of the Regent’s approval of mission statements from all institutions under its jurisdiction. The judgment of the committee is that the statement is clearly defined, appropriate to collegiate education, and appropriate for the institution’s educational role. The mission statement appropriately describes the institution and its characteristics and appropriately addresses the teaching, research, and service components of the institution and its operations. In the opinion of the committee, the official posture and practice of ASU is consistent with its Mission Statement.

The committee found the ASU Mission Statement on the University’s web site (www.angelo.edu/publications/legal/mission_statement.htm) and in numerous publications including the ASU 2001-2003 Bulletin, the faculty handbook, the student handbook, the Agency Strategic Plan 2000-2001, and the Summary of Institutional Data Planning Resource Guide (Fact Book). The presentation of the Mission Statement in such publications presents the official posture and practices of the university and articulates the various dimensions of the institutional mission. In conversation with various faculty and administrators, the committee found widespread knowledge of and agreement with ASU’s Mission Statement.

The Mission Statement of ASU has been reviewed and revised periodically with participation of administrators, faculty, and staff of the institution. It should be noted that the ASU Self-Study Steering Committee has suggested that ASU rewrite its Mission
Statement in order to modernize and streamline it, specifically delineating the role of technology. The Steering Committee further suggested that the University create a compatible and more concise vision statement. The committee agrees with these suggestions.

ASU began systematic, broad based planning with the creation of the position of Coordinator of Institutional Effectiveness in 1997. In that same year, ASU began requiring each academic and administrative unit to develop institutional effectiveness plans specifically tied to the university's Mission Statement. Each plan was required to be linked to the University's Mission Statement, and state the unit's objectives, means of assessment and criteria for success, assessment results, and how each unit planned to use the results to improve their program and/or service. The Agency Strategic Plan was first developed in 1992. The Marketing Plan was initiated in the summer of 1999. The Campus Master Plan (Facilities Master Plan) was first commissioned in 1975 and published in 1977. The first Information Resources Strategic Plan was part of the first Strategic Plan in 1992. The University Relations and Development Master Plan was initiated in 2000. All allocations to university components are made after budget committee hearings, and no budget increases are approved unless they are clearly tied to one of the six planning documents. Although there does not appear to be any disagreement with funding priorities, there appears to be some confusion among some faculty and administrative staff as to exactly how the planning and evaluation process is tied to the budget process. See Section 6.3.3, Budget Planning, for further information.

(Suggestion 1) The committee suggests that ASU publish and disseminate a detailed description, using flow charts as necessary, to describe more clearly the relationship between planning, assessment, and budgeting.
SECTION III
INSTITUTIONAL EFFECTIVENESS

3.1 Planning and Evaluation: Educational Programs

Angelo State University began its institutional effectiveness program in January 1997 with the appointment of a Coordinator of Institutional Effectiveness and in April 1997, the establishment of an Institutional Effectiveness Committee. Prior to that time, there was no campus-wide consistent and systematic effort to evaluate educational programs and use the results of those evaluations to improve educational programs. ASU faculty and staff are to be congratulated for their efforts and accomplishments in institutional effectiveness, particularly given the relatively short period of time in which they have been involved in this activity. Faculty and staff interviewed were uniformly supportive of the IE program and felt that it had resulted or would result in improvement of their respective programs. Most of the academic programs are assessed through the use of a variety of assessment methods, most notably student achievement tests where available, and, in most cases, the results are being used to improve the programs. However, there is evidence that not all educational programs are in complete compliance. See Sections 4.2.3, Undergraduate Curriculum, 4.3.5, Graduate Instruction, and 5.4.1, Student Development Services, Scope and Accountability, for further information. The ASU's report on Institutional Effectiveness Assessment Plans and Reports, 1997-2001, dated July 31, 2001, further demonstrates inconsistent compliance. The ASU Self-Study Report (p. III-25) notes that some academic units do not have a standardized exam for objective assessment and that new programs do not always submit Institutional Effectiveness plans and reports in a timely manner. (Recommendation 1) The committee recommends that ASU implement a systematic, broad based, interrelated, consistent, and appropriate process to evaluate all
educational programs, that it use evaluation results to improve those programs, and that such uses be documented.

There is also evidence that ASU is not consistently and systematically using job placement rates and career advancement data to evaluate its educational success with respect to student achievement. This observation is based on conversation with various faculty and administrative personnel. See Section 4.3.4, Graduate Curriculum, for further information. (Recommendation 2) The committee recommends that ASU implement universally a plan to evaluate its educational success with respect to student achievement, including as appropriate, course completions, state licensing examinations, job placement rates, and follow-up studies of alumni.

3.2 Planning and Evaluation: Administrative and Educational Support Services

ASU requires that each administrative and educational support unit develop an institutional effectiveness plan similar to that required of educational programs. However, there is evidence that not all administrative and educational support service units are in complete compliance. The Self-Study Report (p. III-25) notes that some service activities are not formally assessed and that some administrative units lack an external benchmark for verification of success. The Self-Study report (p. III-19) reveals that not all units are in compliance with Section III of the Criteria for Accreditation. (Recommendation 3) The committee recommends that for each administrative and support service unit, the university: a) establish a clearly defined purpose in support of the university’s mission and goals; b) formulate goals in support of each unit; c) develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit; and d) document the use of these results to improve services provided by each unit.
3.3 Institutional Research

Institutional Research is an integral component of ASU's planning and evaluation process. An Office of Institutional Planning, Research and Assessment is responsible for the university's institutional research process. The Office includes a full-time director, a full-time secretary, and one part-time student assistant. Under the Director, the Office of Institutional Planning, Research and Assessment is responsible for compiling data and development of statistical reports that are used by a variety of internal and external administrative and academic units to measure effectiveness and accountability. The Director works with the Vice President for Academic Affairs and the President to develop educational programs and opportunities for the university. The Director is an ex-officio member of the Administrative Council, the Institutional Effectiveness Committee, the Teacher Education Council, and the University Technology Committee. The Coordinator of Institutional Effectiveness, however, assists the various units at the university in identifying external benchmarks for their assessment activities.

The Office is guided in its work by a set of annual goals. The Director submits an Institutional Effectiveness report each year. The results of an administrative, faculty, and staff survey suggest that the Office of Institutional Planning, Research and Assessment is effective in collecting and analyzing data, and reporting results.

The Office of Institutional Planning, Research, and Assessment is responsible for accuracy and consistency of data in various internal and external reports. The university recognizes some data definition inconsistencies that result from various internal and external reporting requirements. The Director of Institutional Planning, Research and Assessment is responsible for validating and resolving data definition issues.
SECTION IV
EDUCATIONAL PROGRAM

The committee finds that Angelo State University focuses its resources and energies on the education of undergraduate and graduate students consistent with a clearly defined institutional purpose. It is evident that the university demonstrates pedagogical competence, student accomplishment, intellectual inquisitiveness, personal and professional development, academic freedom, faculty support, and an environment conducive to learning.

The university is especially focused on providing its students with knowledge and technological skills in a variety of disciplines to prepare them for an increasingly complex and global society. Except as otherwise noted in this report, each of its various programs has established goals which directly relate to and support the purpose of the institution, evaluates the extent to which it is successful in achieving its goals, and uses the evaluation to determine any modifications needed in resources, the program itself, and services.

Educational programs of Angelo State University are provided by three colleges and two schools: College of Business and Professional Studies, College of Liberal and Fine Arts, College of Sciences, School of Education, and Graduate School. A total of 47 programs in 26 disciplines lead to the following seven baccalaureate degrees: B.A., B.S., B.B.A., B.G.S., B.M, B.S.N., and B.F.A. Four of these programs are scheduled to be discontinued effective August 31, 2005. Those four are all B.S. degree programs in Animal Science: Science Option, Business Option, Production Option, and Range and Wildlife Management.

Education programs at the undergraduate level lead to certification programs in pre-K to grade 8, English as a Second Language, and an Early Childhood endorsement.
Secondary teacher certification programs are offered in academic departments, and an all-level teacher certification program is offered in music.

Six of the elementary teacher certification programs have been replaced with a new certification structure mandated by the State Board of Educator Certification. These were Special Learning and Development, Language Arts, Math/Science, Early Childhood, Social Studies, and Fine Arts.

A two-year Associate in Applied Science (A.A.S.) in Nursing degree is also offered. In addition, the university has three non-degree programs in pre-engineering, pre-pharmacy and pre-veterinary medicine. Courses only are provided in astronomy, philosophy, Russian, and university studies.

The Graduate School coordinates a total of 22 degree programs in thirteen disciplines leading to Master of Arts, Master of Science, Master of Business Administration, Master of Education, Master of Public Administration, Master of Science in Nursing, and Master of Physical Therapy. A dual degree program in Accounting is integrated with an undergraduate degree Accounting for the B.B.A./M.B.A.

At the graduate level, M.A. and M.Ed. programs are provided for Educational Diagnostician, Reading Specialist, School Administration (principal), School Counselor, Master Reading Teacher, and Superintendent.

Policies and procedures of the educational program are stated in writing and published in appropriate documents, examples of which are the university bulletin and the faculty handbook. These policies and procedures are properly enforced by the university.

Each academic area has established goals that derive from and support the purpose of the university and evaluates the success in achieving these goals.
4.1 General Requirements of the Educational Program

The committee finds that the educational program of Angelo State University is clearly related to the purpose of the institution. Except as noted in the following sections, the university provides a competent faculty, appropriate library resources, and adequate computer resources, instructional materials, and physical facilities.

Especially notable are the institution's computer resources and the number of computer labs made readily available and conveniently located for use by students and faculty.

Angelo State University properly ensures appropriate levels of student achievement and equivalent quality of programs regardless of the location where they are offered.

4.2.1 Undergraduate Admission

The admission policies of the University are clearly stated in the 2001-2003 Bulletin. Student admissions standards, entrance requirements, and degree qualifications are determined each year based on information provided in the Summary of Institutional Data Planning Resource Guide and approved by the Texas State University System Board of Regents. The Board also determines policies related to the size and character of the student body.

The implementation of admissions policies is the responsibility of the Office of Admissions through its director who reports to the Vice President of Academic Affairs. As of September 2001 and in response to an Academic Master Plan, a Center of Academic Excellence was established. The Office of Retention was subsequently moved from the Admissions Office and placed under the Center. The Office of Admissions is now responsible for the coordination of recruiting, admission counselors, transfer applicants, international student services, residency, dual-credit, and early admission. In
addition, the ASU Developmental Plan has two major components of which the Office of Admissions is responsible for the placement and notification component while the implementation and follow-up component is administered within the English and Mathematics departments. The Office of Admissions through its recruiting component coordinates and plans several activities, such as: College Days, Discover ASU, Explore ASU, Guidance Counselors Workshops and Lunches, along with direct mail, telecounseling, and email. The office also provides training when necessary. Also, the Mother and Daughter Program (for at-risk, low-income eighth graders) is provided by Educational Opportunity Services.

Admission policies are consistent with the educational purposes of the institution and include qualitative and quantitative requirements to identify students demonstrating reasonable potential for success at the institution. Students admitted with deficiencies in their preparation for collegiate study are offered appropriate developmental support.

Admissions policies are evaluated through the Admissions Committee which was re-established in fall 2000. The Committee is chaired by the Director of Admissions and is comprised of the Vice President of Academic Affairs and six tenured faculty members. Additionally, the Committee is charged with responding to issues requesting changes in admission requirements

There have been no recent changes in admission policies, and minutes support annual meetings focusing on review of policies.

The recruiting materials accurately and truthfully portray the institution and are reviewed annually by the Director of Admissions and the academic departments. Recruitment activities are evaluated and results are used to make improvements and/or changes in future activities.

Clearly defined policies regarding admission of transfer students are published in the 2001-2003 Bulletin. Transfer applicants must supply a transcript of all collegiate work
and show evidence of earning eighteen or more transferable semester credit hours with a minimum 2.00 cumulative grade point average. Satisfactory criteria are in place for determining the acceptability of transfer work and the institution appears to inform transfer students of the amount of credit which will transfer.

Credit based on advanced placement or other examinations, training provided by non-collegiate institutions, professional certification, or experiential learning meet the conditions for governing the award of such credit.

There are clearly defined policies regarding the academic dismissal, suspension, and readmission of students. Readmission of students who are dismissed or suspended for academic reasons is consistent with the academic policies of the institution.

However, as evidenced by the university’s new Marketing Plan, enrollment growth is problematic and aggressive recruiting of new students is required now and in the future. The number of admissions counselors or recruiters in the Admissions Office is quite low for an institution of over 6,000 students. Considering the responsibilities and activities listed above, along with the expressed need to extend regional recruiting boundaries, additional staff is needed in the Office of Admissions. (Suggestion 2) The committee suggests that the Office of Admissions be provided with additional staff in light of the need to broaden and intensify recruiting activities.

4.2.2 Undergraduate Completion Requirements

Requirements for all undergraduate degrees are clearly listed in the 2001-2003 Bulletin. Core curriculum requirements common to each of six baccalaureate degrees and one associate degree, specific requirements, academic majors, supporting concentration (minor), teaching fields for secondary teacher certification and other requirements, and a minimum total semester hours for completion of the degree are all outlined in the Bulletin. Additional information is provided in the specific department or
school section of the Bulletin such as the number and distribution of general education
credits, the number of credits to be earned in the major or supporting concentration
(minor), and the number or range of elective credits.

The Texas Higher Education Coordinating Board has approved a 45-semester-
hour core of general education courses for all baccalaureate degree programs and 19
semester credit hours for the two year Associate in Applied Science Nursing Program.
The core course requirements include one course in each of the following areas:
communication, computer literacy, mathematics, physical activity, social science, and
visual and performing arts. Two courses are required in government, history, and natural
science, and three courses are required in English.

All degree programs at the baccalaureate level require 33 hours in residence
within a total of 130 hours. The Associate of Applied Science in Nursing requires 30
hours in residence within a total of 69 hours.

According to the Self-Study Report, descriptions of advanced courses in each
degree program identify prerequisites. However, careful examination of the 2001-2003
Bulletin and follow-up interviews revealed that prerequisites are not consistently
identified across program areas. (Recommendation 4) The committee recommends that
an adequate number of hours with appropriate prerequisites be identified consistently
across program areas and included with course descriptions to support the sequencing
of courses above the elementary level.

4.2.3 Undergraduate Curriculum

Angelo State University's curricula are related to and appropriate for the
diplomas awarded, to the ability of the students admitted, and to the financial resources
of the institution.
The institution has a clearly defined process for establishing the curriculum, and Institutional Effectiveness has established a process by which the curriculum is reviewed. Most undergraduate academic areas completed satisfactory plans and reports in 1999-2000 and 2000-2001.

Responsibility for program coordination is assigned to academically qualified persons in the field. At least one full-time faculty member with appropriate credentials in each degree area has primary teaching responsibility in that area.

The Board of Regents is responsible for approving the number and types of degrees, the number and nature of departments/schools through which the curriculum is administered, and the distance learning programs offered by the university. The faculty administers academic programs under the guidance of respective chairs/deans.

According to the Institutional Effectiveness Assessment Plans and Reports for 1997-2001 Performance History, all departments submitted Assessment Plans/Reports on time for the last two to three years. It is a small new program which had no graduates until December 2001, and the university indicates that its students will be aggregated with the B.A. in Art for assessment purposes in the future. However, apparently several academic areas submitted plans which were not satisfactory for one reason or another. There were some resubmissions in January 2002, and all plans are now at least partly satisfactory. (See Recommendation 1 in Section 3.1)

Curricula for dual degree and "two plus two" programs are designed to consider the requirements of the institution to which these students must transfer.

Students in the dual credit early admission program available for high school seniors are allowed to earn up to 6 semester credit hours in the core curriculum on the ASU campus and to have this credit count toward high school graduation as well. ASU assumes full responsibility for the academic quality and integrity of the partnership. Students in these classes are subject to the same requirements as regularly enrolled
students. These partnerships were evaluated "informally" (IV-29) prior to the spring 2001 semester. A formal process has been put in place recently and subsequent evaluations are to be conducted at the end of each semester. (See Recommendation 1 in Section 3.1)

4.2.4 Undergraduate Instruction

Instructional techniques and policies are in accord with the purpose of the institution and are appropriate to the goals of a specific course. The IDEA instrument mentioned above evaluates instruction regularly.

Syllabi containing requirements, course content, and methods of evaluation are provided to students. Methods of instruction are appropriate for the goals of each class and fit the capabilities of each student, while experimentation with new methods of instruction are adequately supported and evaluated.

Student performance is evaluated by a variety of appropriate means. Grading policies are published, and practices are consistent with policy. The effectiveness of the instructional program is done with a variety of techniques.

There are no non-traditionally formatted courses.

ASU provides a learning environment in which scholarly and creative achievement is encouraged. In clinical and other learning experiences in which credit is awarded, the institution assumes ultimate control and supervision. Program length, clock and credit hours, and tuition and fee charges are appropriate for the degrees and credentials offered.

4.2.5 Academic Advising of Undergraduate Students

Students who have declared a major have access to a faculty advisor in the major field. Undeclared majors are assigned to one of a group of faculty selected from
various colleges and schools. Each academic department maintains its own system of advisement and of assignment of students to advisors. Some departments have developed advising manuals; some assign students alphabetically to advisors; some assign students to advisors according to the program in which they are working; others allow students a choice of advisors each time the students register. The number of advisees ranges from 10 to 80 per advisor. However, advising is effective according to student surveys. At least one program indicated it would appreciate a systematic method of advising.  (Recommendation 5) The committee recommends that ASU conduct a systematic program of undergraduate academic advising for all programs.

Orientation programs are available to all full- and part-time undergraduate students. The "Preview ASU" program, which includes orientation and advisement, has been evaluated for the past four to five semesters by surveys of students and parents and by line items in the ACT Student Opinion Survey. However, the committee did not find evidence that these evaluations had been used to improve these programs.  (See Recommendation 1, Section 3.1)

4.3.1 Administration and Organization

There are clearly articulated procedures for the development of new academic programs. It is generally accepted that resources are considered adequate for the scope and scale of current graduate programs. Graduate assistantships and compensation for teaching assistantships are at a high level, as is the basic stipend for research assistantships.

There is ample evidence of research and scholarly activities in the graduate programs. The graduate faculty meet requirements for credentials and qualifications for graduate level instruction.
The university is in compliance in the planning and informing of necessary authorities in the development of or changes to existing graduate programs. However, the marketing of and needs assessment for current and future graduate programs is not incorporated in the university's recently completed Marketing Plan. *(Suggestion 3)* The committee suggests that the University develop a marketing plan for the graduate program.

### 4.3.2 Graduate Admission

All degree programs have qualitative and quantitative requirements for admission which permit admission of students whose educational preparation indicates the potential for a high level of performance. The graduate program has demonstrated that students who are admitted to graduate degree programs without a baccalaureate degree have been properly vetted and deemed appropriate for those degrees and are in compliance in this area. The graduate program in Physical Therapy has a painstaking application process that admits a qualified group of cohorts annually.

The admission criteria for all graduate programs are published appropriately and regularly. The proper auditing of transfer credit for graduate degrees is in compliance with the stated criteria, and the university does not accept transfer of credit earned by experience.

The university is also in compliance as regards criteria for probationary or conditional admission to graduate programs, as well as regards the establishment of admission criteria by appropriate faculty. The university publishes special and general criteria for its graduate programs and regularly evaluates admission’s policies for graduate programs.
4.3.3 Graduate Completion Requirements

Angelo State University has clearly defined policies and procedures for determining general completion requirements for graduate degrees offered by the institution. The university is in compliance with criteria in this section. These policies and requirements are clearly published by the university.

4.3.4 Graduate Curriculum

Responses from graduate faculty and students to surveys conducted as part of the Self-Study indicate that the university maintains a difference between undergraduate and graduate instruction. The university also documents that graduate study is at a level of complexity and specialization that extends the knowledge and intellectual maturity of students. The Graduate Dean's Office systematically reviews course syllabi to ensure that courses that include both graduate and undergraduate students reflect appropriate differences. Specifics of the curriculum are detailed in published and web-based materials.

The graduate curriculum is related and appropriate to the purposes and goals of the institution and the degree programs. The university has an established policy regarding assessment of all graduate program curriculum and review procedures. The university tries, in most cases, to connect graduate degree program content with practices in the field. However, there is no systematic follow-up of graduates and assessment of graduates' placements in the field. (Recommendation 6) The committee recommends that the university assess placement of graduate students in their fields of study and demonstrate the effective relationship between curricular content and current practices in those fields of specialization. (See also Recommendation 2, Section 3.1)

Graduate programs of study are in compliance with program length, credit hours, and tuition and fees as appropriate to those degrees. The university has developed
plans for more systematic curricular review of graduate programs as outlined in the Academic Master Plan 2000 but has yet to document frequent and systematic review. **(Recommendation 7)** The committee recommends that the university implement the frequent systematic evaluation of graduate curricular offerings and program requirements.

The university permits combined instruction of graduate and undergraduate students. The university has policies in place which govern the maintenance of a substantial difference between undergraduate and graduate instruction.

### 4.3.5 Graduate Instruction

The university provides resources to support and encourage scholarly interaction and accessibility among faculty and students. An annual awards event recognizing excellence among graduate students is a positive reminder to students and faculty of the value that the university places on such endeavors.

However, the faculty, in general, articulates a sense of the need for more faculty resources, particularly human resources. A prevailing sense of lack of growth in faculty numbers provides less incentive and time for existing faculty to devote to graduate instruction and therefore may have a negative impact on more opportunities for faculty/student scholarly interaction.

One area of improvement and need is in regular and systematic evaluation and on follow-up of graduate students and their employers. **(Recommendation 8)** The committee recommends that the university implement frequent, systematic evaluation and data gathering to test the effectiveness of graduate instruction and if appropriate, revise the instructional process based on the results of the evaluations. **(See Recommendation 1, Section 3.1)**
4.3.6 Academic Advising of Graduate Students

Angelo State University conducts a systematic, effective program of graduate academic advising. Upon acceptance to a graduate program, the students receive materials describing the program to which they have been accepted, the recommended course of study, the Graduate School Handbook, and other materials specific to the department in which they will study.

A qualified advisor is assigned at the time a student is accepted in the graduate program. The advisor assigned to each student teaches in the program to which the student is admitted, and the assignment of the advisor recognizes the individuality of students and their particular needs and goals. Advisors are knowledgeable about the requirements of the program to which the student has been admitted and are trained in using data to help determine the student's major fields of interest. Advisors have access to each advisee's records and are trained to effectively carry out their advising responsibilities. Students are responsible for contacting their advisors prior to registration.

The university does not currently make available to all full-and part-time graduate students a university-wide formal orientation program. Rather, the establishment and conduct of orientation programs is left up to each department. Several departments (for example, the departments of Psychology and Sociology, Physical Therapy, and Nursing) have developed formal orientation programs for new graduate students, and these programs are offered at least annually to all graduate students. However, the majority of the departments provide informal orientations to students, whereby students meet with their advisors and other faculty who teach graduate courses to discuss the graduate program and other information about ASU. The Graduate Office sends out brochures to all in-coming graduate students. These brochures describe the graduate program to which the student has been admitted, explain the availability of financial assistance, list
the courses that a student must take, explain the application deadlines and admission requirements, and list the graduate faculty in the particular program. Further, all graduate students receive a copy of the Graduate Student Handbook, which describes policies and procedures, as well as the facilities and services available to students at ASU.

Advisement programs are regularly evaluated. This is done informally by obtaining feedback from graduate students regarding the advising they have received. It is done more formally by having graduate students complete written surveys that include questions regarding the effectiveness of the advisement programs. Departments use the student feedback to make changes in the advisement program. For example, student schedules showing the days and times graduate courses would be offered during the student's tenure at ASU have been developed at the request of students. In this way, graduate students, especially those who have full-time jobs, are able to plan their academic careers more effectively.

Similarly, graduate students evaluate orientation programs by responding to surveys and by participating in exit interviews at the conclusion of their academic careers at ASU. Student responses and comments are discussed by the departments and are used to improve the quality and effectiveness of the orientation programs. For example, departments have changed the format, duration, and contents of their orientation programs in response to student feedback.

Although all departments offer some form of orientation to their students, evaluate their orientation programs, and utilize the results of the evaluations to improve the effectiveness of the programs, the committee is concerned about the informal nature of orientation programs in many of the departments. (Suggestion 4) The committee suggests that ASU strengthen its graduate orientation programs, its evaluation of these programs, and the utilization of results to improve effective assistance to students.
4.4 Publications

The content and design of publications produced and distributed by ASU are accurate and consistent in describing ASU and rigorously adhere to principles of good educational practice. ASU has in place adequate procedures for overseeing the accuracy and consistency of its publications. There are several levels of review of all publications, beginning with the unit responsible for the publication and ending with the appropriate vice president, and in some cases, the President. The University News and Information Service works with the different academic and administrative units to ensure the accuracy and consistency of ASU publications. Similarly, the Web Oversight Committee, Information Technology, and the University News and Information Service works with the different academic and administrative units to ensure accuracy and consistency of publications in electronic formats and to ensure consistency between paper and electronic publications.

In reviewing the Angela State University 2001-2003 Bulletin, however, the committee identified two areas of concern. First, on pages 161 and 169 of the Bulletin, Economics is listed as a major. Although ASU had offered a major in Economics prior to 2001, it no longer does so and the above stated reference to an Economics major is no longer appropriate. Second, in the sections of the Bulletin where each department restates the core curriculum requirements (e.g. pages 271, 274, 279), the form of the restatement varies from that presented elsewhere in the Bulletin. The form of the restatement is confusing in that it does not precede the listing of courses that meet a particular requirement with a statement such as "one of the following." The restatements that appear in the department sections would be clearer if they parallel the wording used for the Core Curriculum Requirements in the section entitled Academic Regulations (pages 153 through 173). (Suggestion 5) The committee suggests that ASU improve the consistency and clarity of information published in the ASU Bulletin.
ASU makes available to students and the public accurate, current catalogs and other official publications which contain the following information: entrance requirements and procedures; admission criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending ASU or withdrawing from it.

4.5 Distance Learning Programs

Distance education at Angelo State University consists of three programs: a traditional academic program located at Goodfellow Air Force Base, a cooperative graduate interactive video program with degrees offered by the University of Texas of the Permian Basin, and a variety of web-based distance learning courses.

The Goodfellow AFB program is located within minutes of the ASU campus and is intended to serve the needs of the active military and their dependents stationed at the base. Because of the close location of the base to the university, all services of ASU are accessible to the students in the program. Although few of the students who participate in the program are active military or their dependents, the program is important to the mission of ASU in supporting the potential academic needs of a major employer in San Angelo.

In 1998, ASU agreed to provide a distance education video-receiving site for coursework originating from the University of Texas of the Permian Basin leading to a Master of Science Degree in Criminal Justice Administration. UTPB agreed to accept up to fifteen credit hours from ASU toward this degree, although participation in the program is almost non-existent. ASU maintains an active contract with UTPB for this program, and it appears to be consistent with the institution's purpose.
ASU has offered point-to-point video coursework from the School of Education in the past, but the only active program today is a BSN completion program and some MSN courses offered by the department of nursing. The program serves seventy-eight students in various locations in Texas including students in the San Angelo area. The program is well run and has a sophisticated evaluation program that drives many changes in the nursing degree completion program. The Department of Nursing also offers one graduate course per semester on-line. The curriculum committee acts as a planning committee for the department of nursing, but on-line planning is divorced from a larger university-wide planning effort due to a lack of an institutional planning process for distance education.

The ASU self-study alludes to a forthcoming planning strategy for distance education including the assignment of a one-quarter-time distance learning director and a relationship to the Center for Academic Excellence. In a review of the distance education planning process, the relationship to the Center for Academic Excellence seems to have been changed and the emphasis on a quarter-time position seems to be included in the duties of the Associate Vice President for Academic Affairs.

In November 2001, the Vice President for Academic Affairs recommended the appointment of an ad hoc distance education committee that would be charged with the responsibility to develop a distance learning plan. The President approved this plan, but the distance education committee has not met.

However, the university has not formulated goals for its distance learning programs. (Recommendation 9) The committee recommends that the university formulate clear and explicit goals for its distance education program and demonstrate that they are consistent with the university’s purpose.
4.6 Continuing Education, Outreach and Service Programs

ASU provides a wide variety of continuing education and outreach programs that serve the city of San Angelo and the west Texas region. The continuing education and outreach programs are all evaluated and relate to the mission of the university. The university provides adequate resources to support these functions. The continuing education division records and stores CEU records in compliance with SACS criteria.

4.7 Student Records

ASU maintains adequate student records for both credit and non-credit courses. Official student academic records for credit courses are maintained and stored in the Office of the Registrar in the Hardeman Building. These records are in microfiche form for records prior to 1986 and in paper form for records from 1986 to the present. Complete back-up files (in the form of electronic data banks) are maintained in the West Texas Disaster Recovery and Operations Center located in the Mathematics-Computer Science Building. A second set of back-up files (in the form of tapes) is stored off campus at the Angelo Archives. All back-up files are updated every twenty-four hours. In addition to the physical security mentioned above, both the Registrar's and Continuing Education computer systems have two levels of electronic security. Information Technology controls one level, while the Registrar and the Director of Continuing Studies control the second level, respectively.

Files housed in the Hardeman Building, the Mathematics-Computer Science Building, and Angelo Archives are stored in secure areas. Files in the Hardeman Building are located in a secure vault and are protected by a burglar alarm system. Access to the files is limited to those who have signed a compliance form and obtained authorization from the Office of the Registrar. In the Mathematics-Computer Science Building, the electronic data banks are located in a secure area, and access to them is
limited to those who have received clearance from the Texas Department of Criminal Justice. At Angelo Archives, tapes are stored in locked boxes in an environmentally controlled fireproof storage room, and access to the locked boxes is limited to employees of Angelo Archives.

Student records for courses which do not carry academic credit are maintained and stored in the Office of Continuing Education in the Continuing Studies Building. These records are in paper form and are kept in locked file cabinets. Complete back-up files in the form of electronic data banks are maintained by the Information Technology Department located in the Rassman Building. The Information Technology Department updates these files every twenty-four hours. Access to these student records is limited to employees in the Office of Continuing Education and to employees the Information Technology Department.

ASU has policies concerning what constitutes the permanent record of each student. The Vice President for University Relations and Development manages the Records Retention Schedule wherein information constituting the permanent record is identified. ASU also has policies concerning the retention and disposal of records. These policies are stated in the Records Retention Schedule, and, in abbreviated form, in the ASU Faculty and Staff Handbook, pp. V-14 to 16.

ASU has information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution. These are published in the 2001-2003 Bulletin, in the Angelo State University Student Handbook 2001-2002, and in the Faculty and Staff Handbook.

4.8 Faculty

The faculty of Angelo State University are a highly qualified and very committed to the students and the institution. The committee found them to well represent the line
from ASU's mission statement, "Teaching is the foremost area of faculty contribution...followed by creative or scholarly activity and service." Reports from students, graduates, and much documentation support these observations.

Faculty members have shown a very broad and active response to the university administration's commitment to shared governance. Faculty also have distinguished themselves in their leadership and service to the institution, and to the local, state, national, and professional communities.

4.8.1 Selection of Faculty

The process of selecting faculty is well developed and described in the Faculty and Staff Handbook and other procedural documents. The recruiting and hiring process is orderly and has resulted in the appointment of a high quality faculty for the university.

4.8.2 Academic and Professional Preparation

The self-study Faculty Committee did an outstanding, careful, and comprehensive review of faculty credentials. These were reported clearly and responded to systematically by the institution.

A careful review by visiting committee members of a large number of faculty personnel files found them to be complete and organized in a very functional and attractive manner, with exceptions justified and well documented. The faculty, administration, and staff have managed this process admirably.

4.8.2.1 Associate Program Faculty

Faculty found to be qualified.
4.8.2.2 Baccalaureate Program Faculty

Faculty found to be qualified. However, the committee confirmed the major challenge the university faces in the coming years to be prepared for the financial demands of replacing, with qualified candidates, the large number of retirement eligible faculty.

4.8.2.3 Graduate Program Faculty

Faculty found to be qualified.

The number of qualified faculty in some programs is only slightly above the criteria requirements. Care will be needed to replace out-going faculty with those who meet graduate criteria.

Also refer to Section 4.3.5 of this report for graduate faculty load concerns identified by the committee.

4.8.2.4 Distance Learning Programs/Activities

The distance learning programs at ASU meet all criteria that relate to the faculty. The online nursing program faculty members interact on a regular basis with their students and have regular access through electronic communication, telephone, and on campus visits. The students who attend classes at Goodfellow AFB have access to their professors at the AFB and are only minutes away from the ASU campus.

4.8.3 Part-Time Faculty

Courses taught by full-time faculty at Angelo State University represent about 90% of the FTE credit in the university. This number is more than adequate to provide effective teaching, advising, and scholarly or creative activity. The number of part-time
faculty employed and their use in teaching courses is limited, as seen in the low number of FTE credit hours they teach.

Many of the part-time faculty are former full-time faculty who have retired and returned to teach on a part-time basis. Many other part-time faculty are full-time university employees (such as coaches and administrators) who teach part-time in the university. All part-time employees meet the same scholarly and professional requirements as the full-time faculty.

The Faculty Handbook contains comprehensive policies concerning the employment of part-time faculty members, limiting the circumstances under which part-time faculty may be employed.

There are no university-wide or college-wide provisions for the orientation and supervision of part-time faculty members, other than the charge given to deans and department heads to do so. Given the small number of part-time faculty and the number of those with previous faculty experience as either full- or part-time faculty, this arrangement seems sufficient. Part-time faculty are evaluated using the same criteria and procedures as the full-time faculty and are required to maintain the same number of office hours per course as full-time faculty.

4.8.4 Graduate Teaching Assistants

Angelo State University does not rely heavily on graduate teaching assistants, having employed 12 during the fall 2000 semester and 11 during the spring 2001 semester. This small number of graduate assistants taught approximately 2% of the courses offered at ASU.

The university publishes a document entitled “Policies and Procedures Governing Teaching Assistants and Graduate Assistants” which addresses appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment. The
document also outlines the supervisory responsibilities of the department head or his or her designee as regards supervision and mentoring. Graduate teaching assistants affirmed that the mentoring process is intense and sufficient, particularly during the initial months of teaching. All graduate teaching assistants presently employed at ASU have at least 18 graduate semester hours in their discipline. However, while listing grade point average academic requirements, the "Policies and Procedures Governing Teaching Assistants and Graduate Assistants" does not list the 18-graduate-hour requirement. (Suggestion 6) The committee suggests that the requirement of 18 graduate semester hours in the discipline be listed in the "Policies and Procedures Governing Teaching Assistants and Graduate Assistants". ASU has in place policies to insure proficiency in oral and written communication for teaching assistants for whom English is a second language.

The university requires approval of graduate teaching assistantships starting at the level of the college or school dean and continuing up through the president. Each department head is responsible to his or her dean for the supervision of graduate teaching assistants. These procedures ensure conformity with institutional policies and procedures.

4.8.5 Faculty Compensation

The self-study faculty survey indicated that only one-third of faculty think that faculty salaries are sufficient to attract and retain able faculty members. However, interviews with faculty and administrators indicated that for most fields, salary levels are not a barrier to faculty hires. While some searches have taken two or three years to complete, the factors most commonly cited as impediments to faculty hiring (other than starting salary levels) have been the location of the university and the labor market in certain fields. Salary considerations are a problem in certain high-demand fields such as
computer science or business, and the university may have to increase the "market adjustment" in its salary schedule. Concern was also expressed about the combination of starting salaries and heavy teaching loads limiting the number of applicants who might accept positions.

The university provides a good retirement and insurance package.

The university has policies on what criteria influence salary increases. Merit increases provided by the state are equally awarded to all faculty whose performance is deemed satisfactory.

4.8.6 Academic Freedom and Professional Security

The President of the Faculty Senate verified that the Faculty and Staff Handbook was distributed to all members of the faculty and staff in fall 1998. Subsequent changes that were made in 2000 and 2001 have been readily available in the department head's office. A new version of the promotion and tenure process, based on recommendations by the Select Committee on Tenure and Promotion Revisions, was finalized by the VPAA and distributed to all faculty and staff in October 2001.

ASU's statement of academic freedom is indexed on page IV-33 of the August 31, 2001 Faculty and Staff Handbook and states that the university is "strongly committed to the principles of academic freedom...." The policies of the Board of Regents govern these rights and are quoted from the Regent's Rules and Regulations, Chapter V, Subsection 4.7, Rights and Responsibilities as a Teacher and as a Citizen, on page II-24 of the Faculty and Staff Handbook. Faculty responsibilities and duties are described in the August 2001 Faculty and Staff Handbook on page IV-33. Page IV-34 of the Faculty and Staff Handbook explicates the requirements for collegial participation.

Department chairs send recommendations for appointments to their deans. The recommendation form, developed in 2000 is explicit, identifying every stipulation of
employment. Contract letters are sent out based on the data provided by the department head, so each person should know the exact nature of his or her employment and tenure status.

Adequate notice of non-renewal of probationary status for tenure and conditions for termination of tenured faculty are addressed in the Faculty and Staff Handbook in II-19-24 as quoted from the Regent's Rules and Regulations.

Moving back and forth from the indexed references in the Faculty and Staff Handbook to the sections quoted from the Regent's Rules and Regulations, can be confusing. (Suggestion 7) The committee suggests that the institution include in the Faculty and Staff Handbook the relevant quotes from the Regent's Rules and Regulations at points where they are currently referenced.

4.8.7 Professional Growth

There are many opportunities for professional growth and faculty development on campus. Each fall, faculty are given a copy of the Faculty Development Handbook which describes each opportunity, gives application forms if necessary, and explains criteria for selection if the opportunity is competitive. There is evidence that faculty from different disciplines on campus participate in these experiences and that faculty and students benefit from them.

Goals for faculty development apparently are periodically reviewed. One department head was very happy to see the new "Grow Your Own Faculty Program" in the Academic Master Plan, because it means that a junior faculty member may be able to pursue a doctorate.
4.8.8 The Role of the Faculty and Its Committees

Numerous faculty and staff members commented on the changes in faculty and staff participation in the governance of the institution under the administration of the current president. Now there are numerous committees and involvement of almost every faculty member on one or more committees that influence the quality of the educational program. There are Bylaws for the Faculty Organization. The Faculty Senate Bylaws are included as Article II in the Faculty Organization Bylaws. It is not clear how these bodies relate. Some faculty were unaware that there was a Faculty Organization. (Suggestion 8) The committee suggests that the faculty examine the relationship of the Faculty Organization and the Faculty Senate and clarify that relationship in the Bylaws.

4.8.9 Faculty Loads

Angelo State University has approximately 220 full-time faculty members resulting in a student-to-faculty ratio of 20:1. Given the norm in higher education, faculty size is adequate to support the university's purpose. Relative to procedures for equitable and reasonable assignment of faculty responsibilities, faculty assignments are made by department chairpersons, and assignments are monitored by school deans. The normal instructional load at the university is 12 credit hours per semester at the undergraduate level and 12 credit hours at the graduate level. Although faculty load data are collected, calculation of instructional loads do not take into such factors as number of students, nature of subject, and help available from secretaries and teaching assistants. Neither does calculation of instructional load take into account credit hours generated, committee assignments, student advisement, research, and service. The teaching load for most faculty falls within the university's designated parameters. These parameters limit the time that the average faculty member has for research. (Suggestion
9) The committee suggests that the university review its calculation of instructional load relative to such factors as the number of preparations, number of students taught, nature of the subject and the assistance available from secretaries and teaching assistants so as to maximize instructional effectiveness and workload equity.

4.8.10 Criteria and Procedures for Evaluation

Angelo State University conducts annual evaluations of the performance of individual faculty members. A statement of the criteria against which the faculty member is measured is clearly communicated in the evaluation instrument. The instrument evaluates faculty in three categories: teaching, scholarly and creative activity, and service. These four categories reflect a high correlation with the university's purpose and goals. Faculty members are not given the opportunity to determine an emphasis or weight. Only faculty members applying for promotion or tenure must prepare a portfolio; others fill out a faculty activity sheet that is used by the department head for faculty evaluation. The portfolio may contain the results of the IDEA surveys, but it will not necessarily record each course taught during the semester. Various possibilities are available, including a longitudinal survey of IDEA results for several semesters. The portfolio contains the results of the instructor's Student Evaluation for each course taught during the semester. The evaluation is turned in to the departmental chair who, in turn, evaluates each faculty member according to the information in the portfolio and on any additional information submitted.

4.9 Consortial Relationships and Contractual Agreements

The Self-Study did not report and the Committee did not identify any consortia for purposes of offering credit courses of which the university is a part. The institution has several contractual relationships for purposes of offering credit courses. Based upon
documents reviewed and interviews with program and department heads, the Committee has determined that the university has sufficient control of its agreements so as to maintain compliance with the Criteria, and that such agreements are regularly evaluated. The committee found no issues related to substantive change.

4.9.1 Consortial Relationships

The institution does not participate in consortium degree or certificate programs.

4.9.2 Contractual Agreements

Educational services and programs offered through contractual agreements with other institutions support the purpose of the university. The university maintains the quality of the programs/courses offered through such contracts and ensures ongoing compliance with the Criteria.
General Education

General education at Angelo State University is provided in a core curriculum mandated by the Texas Higher Education Coordinating Board. This curriculum is designed to provide students with a meaningful and broad base of knowledge and skills that can be utilized in the local, state, regional, and global community.

The core curriculum provides students with a foundation of knowledge to enhance study in their major areas. The Texas Higher Education Coordinating Board mandates 42 hours of course work in areas it specifies. Institutions are allowed to include a few additional hours in areas specified by the THECB; ASU chose to add hours in computer literacy and physical activity. Therefore, the core at ASU is 45 hours. The Associate in Applied Science degree in Nursing includes nineteen semester hours.

Angelo State University complies with the Coordinating Board's guidelines that are "predicated on the judgment that a series of basic intellectual competencies — reading, writing, speaking, listening, critical thinking, and computer literacy — is essential to the learning process in any discipline and thus should inform any core curriculum." The guidelines continue noting that although students enter college with some core competencies, "they often need further instruction and practice to meet college standards and, later, to succeed in their major field of academic study and their chosen career or profession." The Coordinating Board emphasizes that education "demands a knowledge of various contrasting views of human experience in the world" and defines the academic areas that meet specific objectives of the core curriculum.

Accordingly, the core curriculum requirements of Angelo State University for all degree programs consist of courses in the following disciplines: Communication, Computer Literacy, English, Government, History, Mathematics, Natural Science,
Physical Activity, Social Science, and Visual and Performing Arts. Students are expected to complete the core requirement in their first two years of college enrollment.

**Allied Health - Nursing**

The Department of Nursing is one of six academic units in the College of Sciences. It offers three programs: the Associate of Applied Science in Nursing, the Bachelor of Science in Nursing for Registered Nurses, and the Master of Science in Nursing that prepares advanced practice nurses to sit for the certifying examination as Clinical Nurse Specialists (CNS) in Medical-Surgical Nursing.

The AASN program began in fall 1968 to meet the demand for nurses in the West Texas area. It was accredited by the National League for Nursing (NLN) in 1974. It was approved by the Board of Nurse Examiners for the State of Texas to offer transition courses for Licensed Vocational Nurses (LVN) in 1990. Two transition courses satisfy the first year of the AASN program, and LVNs continue in the regularly offered second year courses. The AASN program was placed on warning by the Texas Board of Nurse Examiners in January 1999 because of falling nursing licensure scores. Corrections in the program were initiated, the licensure scores rose, and the warning was lifted. The program was reaccredited by the National League for Nursing Accrediting Commission (NLNAC) in March 2000, but only for a period of four years, with an interim report due in November 2001. Corrections were made, the interim report was sent, and an e-mail was received from the Director of Accreditation Services on March 21, 2002, stating that the Commission had "...lengthened the date to the next visit for the associate degree program to fall 2007. A letter will be forth coming."

The BSN completion program was initiated in fall 1977. Its purpose was to meet the continuing education needs of registered nurses desiring to acquire a bachelor's degree. The program has evolved from an on-campus program to a program that offers
all non-elective nursing courses on-line. The ultimate goal is to have a totally on-line program. Students can complete the program in as few as one and a half years if they have the appropriate non-nursing courses completed. Students are only obliged to come to campus five or six times during that period – at the beginning of their matriculation for an in-depth orientation which include introduction to the technology, for a day and a half to participate in demonstration-return demonstration review of physical assessment techniques and a final examination in physical assessment, and for the final exit examination. The program was accredited by the NLN in 1984 and was most recently reaccredited for eight years (the maximum accreditation time) by the NLNAC in March 2000.

The MSN program began in 1996. The program is primarily scheduled for one day a week. The program was initially accredited by the NLNAC in March 2000 for five years, the maximum length of time for an initial accreditation.

Differences in the levels of all three programs are evident and are articulated in the philosophy of the Department, which is consistent with that of the institution. A perusal of the spring 2002 class schedule shows that each faculty member is teaching in only one of the three programs.

Currently, all 21 faculty are full time. There are no part-time or adjunct faculty. Six faculty members have a doctoral degree and a master’s degree in nursing, and one will finish the doctoral program in summer 2002. Another person is assigned half-time to nursing and half-time to physical therapy. She holds doctoral degrees in exercise physiology and statistics and teaches N4301 - the research process in nursing. In fall 2001, there were 19 full-time and two part-time faculty. According to a dean’s report in fall 2001, most faculty were assigned twelve credit hours of course work. Three people had additional hours, the head of the Department had three extra hours, the Coordinator for the MSN program had four and a half extra hours, and one BSN faculty member had
one and a half extra hours. The AASN faculty have more clinical hour assignments, which are on a 1:3 ratio. The AASN nursing courses and all but one of the MSN nursing courses are offered on campus. The clinical portions of the BSN courses are taught by faculty through general oversight of preceptors located in the clinical agencies. Although all preceptors hold the minimum of a bachelor's degree, some of the preceptors are not nurses. There are contracts for all clinical agencies utilized. These are negotiated prior to the student's experience. Faculty retain the responsibility for evaluating students, but preceptors also provide an evaluation of students and do a "mini" faculty evaluation. Preceptors and the clinical facilities have only been evaluated by the addition of two questions on the IDEA survey used for the first time in spring 2001. There has been no individual evaluation of individual preceptors or specific facilities.

In fall 2001, there were 63 full-time and 52 part-time students in the AASN program, 10 full-time and 68 part-time BSN students, and 10 full-time and 6 part-time MSN students. The AASN program contains 69 semester hours of credit. The BSN builds upon that number with an additional 64 semester hours, and the MSN has 47 semester hours of credit. There is an extensive evaluation plan for the department. It shows outcome data from 1977 until 2001. It was last updated in February 2002, thus meeting NLNAC recommendations for a clearer, more systematic evaluation plan. Many changes have been made as a result of both internal and external evaluation. Raising the ACT requirement from 17 to 20, clinical changes, and faculty mentoring of at-risk students helped to raise the AASN first-time passing rate for the licensing exam from 71.5% in 1997-98 to 91.1% in 2000-2001. At the end of their course work, the BSN students were taking the NLN Comprehensive Achievement Test from 1999 until spring 2001. Beginning fall 2001, they are taking the Health Education Systems, Inc. (HESI) Specialty Exam for ADN to BSN as an exit exam. The MSN students sit for the Advanced Practice Certification Examination after graduation. Although these scores
are not reported to the Department, the coordinator for the graduate program has been able to keep in contact with all graduates and has received their scores on the exams.

Facilities in the Vincent Building are adequate and will become better when the Department of Physical Therapy completes its move to the Center for Human Performance and returns some space to the nursing programs.

The nursing programs have met all of the institutional effectiveness responsibilities set out by the institution.

**Allied Health - Physical Therapy (MPT)**

The physical therapy program is a master's degree program and one of the six academic programs in the College of Science. The program is new and will only graduate its first group of students next fall. It has had a preliminary visit by the Commission on Accreditation for Physical Therapy Education (CAPTE) and will host a site visit for preliminary accreditation in August 2002. All five of the full-time physical therapy faculty are experienced practitioners. Three of them do not hold a doctoral degree, but have credentials and experience that justify their teaching in this practice-based program. Three other doctorally-prepared people teach in the program. A biologist teaches pathophysiology, and a person with doctoral degrees in tests and measurements and in exercise physiology teaches the research proposal, the research seminar and the research project.

Students are required to take a lock-step curriculum consisting of 107 credit hours over a period of thirty months. All students from the graduating class who were encountered seemed excited about the program and ready to enter the work world. Faculty likewise seemed dedicated to the program.

The physical therapy program has been sharing space with the nursing programs for the past two years, but is about to move to the Center for Human Performance. The
head of the program and her secretary will move first, along with the laboratories. The remaining offices will be renovated and faculty members are expected to move in summer of 2003.

The physical therapy program contributed to the institutional effectiveness plan in 2000-2001 year by presenting a plan and by using external benchmarks, but they were unable to provide summative assessment of the program, since the students have not yet graduated. Consequently, the use of data has not yet been presented. Faculty, however, in exploring their culminating experiences for the students, decided to change the group research project to individual projects, thus giving the students more experience in research. The other capstone experiences include a final 40-hour practicum, passing an administration and management course, and ratings in general abilities.

**Business**

The primary purpose of the undergraduate program of the College of Business and Professional Studies is to prepare and develop students to serve society, contribute to the effectiveness of business and other organizations, and meet their own personal goals. The College houses five departments: the Department of Accounting, Economics and Finance; the Department of Aerospace Studies, the Department of Management and Marketing, the Department of Computer Science, and the Department of Kinesiology. The College offers the Bachelor of Business Administration with a major in Accounting, Business (a multi-disciplinary major), Business with International Option, Business with Management Information Systems Option, Computer Science, Finance, Finance with Financial Planning Option, Finance with Real Estate Option, Management and Marketing. The institution offers the Master of Business Administration degree with a major in Accounting under the Department of Accounting, Economics and Finance and
the Master of Business Administration degree without any specific discipline in business through the Department of Management and Marketing.

There are 32 full-time faculty and 24 part-time faculty members. There are approximately 1,000 students enrolled in the College as business majors. A minimum of 130 semester credit hours is required for the BBA in Accounting, Business, Computer Science, Finance, Management and Marketing. A minimum of 63 semester hours (including the major and other work) in the departments of the College of Business is required, of which at least 39 advanced hours must be taken.

The College of Business and Professional Studies requires "a minimum 2.00 grade point average for all work taken at Angelo State University, a minimum 2.00 grade point average for all work taken in the departments of business, a 2.00 grade point average in all work taken in the departments of business in residence, and a minimum 2.00 grade point average in the ten courses which comprise the academic major. The minimum 2.00 grade point average in the academic major applies to the accounting major, computer science major, and the finance with financial planning option only." (See page 167 of 2001-2003 Bulletin.)

**Kinesiology**

Although located in the College of Business and Professional Studies, the kinesiology program usually is considered more closely related to Allied Health. The Department of Kinesiology has been in the College of Professional Studies since the college was organized in 1974. The Department of Education was also in that college. In 2001, in response to the Academic Master Plan, the School of Education was split off, and the Department of Kinesiology remained. The College was renamed the College of Business and Professional Studies. Only one new dean was created, the Dean of the School of Education.
The Department of Kinesiology offers three programs and has plans for a fourth, but cannot implement the fourth until more faculty are available. The programs are:

1. Kinesiology with teacher certification to teach physical education; (This is approved by the SBEC but must now provide education in the K-12 area, not just in the secondary school area. This, too, will involve additional qualified faculty.)
2. Kinesiology with Athletic Training for which NATBC accreditation will be sought;
3. Exercise Science, which cannot be taught without additional qualified faculty; and
4. Master of Science in Kinesiology

Although it seems that there are numerous faculty in kinesiology, there are only four who meet the criteria for teaching. The others have less than the required 18 hours plus the master's degree, and thus, only teach the physical education courses. According to the head of the department, there are currently over 500 majors at the baccalaureate level and approximately 15-20 FTE MS level students. However, the institution notes that five of the Kinesiology faculty are doctorally qualified. Of the 26 full- and part-time faculty, only four do not teach at least one course in Kinesiology. All of those who teach have the required credentials or justification by experience. In most cases, the one course is the course related to the coaching duties of the individual. The physical facilities for the department are not new, but they are adequate.

**Humanities / Fine Arts**

**Art**

The visual arts program is part of the Department of Music and Art in the College of Liberal and Fine Arts. The program includes a BA and BFA with specializations in ceramics, graphic design, art history, painting/drawing, printmaking, and sculpture.
There is also a BA in art with secondary teacher certification and a BFA with the same areas of specialization as the BA, except in art history.

The visual arts program is in need of appropriate studio space. The newly completed Art Museum collaborative project in downtown San Angelo provides new ceramics facilities for the program, but all other studio spaces are inadequate and safety issues are apparent in the lay out of the physical plant. The program is not accredited through the National Association of Schools of Art and Design, as is its compliment in the department, the Music program, which is accredited by the National Association of Schools of Music.

The art program's nascent graphic design area lacks its own computer lab and is in need of enhancing digital technology for this program.

Communications, Drama, and Journalism

The Department of Communications, Drama, and Journalism is one of seven departments in the College of Liberal and Fine Arts. The Department contains three distinct disciplines, which offer various academic programs leading to the Bachelor of Arts with teacher certification, the Bachelor of Arts, as well as the MA in Communication Systems Management.

All of these programs allow students to successfully gain educational experiences in quality learning environments with highly qualified and competent faculty. The Department prepares students to be leaders in public relations, radio and television production, and in advertising, as well as in print media and visual communication design, and, of course, the theatre arts. The MA program combines communication theory and applied technology for a sizable enrollment of graduate students.

The Department's technology emphasis is a strength, and the Department is proactive in planning for curriculum development in relationship to the fast paced
changes in advanced technology in these disciplines. The Drama program emphasizes technology and design in the curriculum and in programming. The university’s modular theatre is an outstanding facility that allows for traditional and innovative learning experiences in theatre and performance studies and application.

**English**

The Department of English offers a Bachelor of Arts, a 130-semester hour program, and a Bachelor of Arts with secondary teacher certification. The English Department offers an MA as well. The English Department also teaches developmental courses (pre-collegiate) for at-risk students, as well as USTD 1201 “Critical Thinking,” a freshman university studies program that is not required of all students, but is the main course offered on helping students transition into the college academic experience. The English Department is not responsible for USTD 1201, although some English faculty participate in the program by teaching sections of the course. USTD 1201 is coordinated through the Center for Academic Excellence.

The English Department has strong resources and a solid peer review process to provide students with a quality undergraduate and graduate program. There is a general lack of space for faculty and staff, yet the Department has two “smart classrooms” that integrate advanced technology into the program.

With an active faculty and student body, it is difficult for the Department (and other Departments in general) to schedule meetings and group professional development programs.

**Government**

The Department of Government offers the Bachelor of Arts degree with a major in Government, a Bachelor of Arts degree with a Government major and secondary
teacher certification, and a Bachelor of Arts degree with a Government major and a Criminal Justice option. There is no degree program in philosophy; however, several elective courses in philosophy are available and may be used to fulfill the humanities requirement in most of the College of Liberal and Fine Arts programs.

Government internships are available to qualified junior and senior students majoring in Government and maintaining a GPA of 2.00. Students intern under the supervision of a member of the faculty and participate in a combination of practical work and research.

The Department of Government has a total of nine faculty members. Eight faculty hold the doctorate degree and are tenured, while one faculty member has a master's degree. Eighteen baccalaureate degrees and four master's degrees were conferred in 2000-2001. During the 2000-2001 academic year, the total number of major in the Department was 174. The faculty have the necessary academic credentials and a broad range of experience that adds significantly to the classroom experience. The department head appears dedicated to the institution and to the students and speaks highly of departmental accomplishments and future initiatives.

History

The Department of History offers the Bachelor of Arts degree with a major in History, a Bachelor of Arts degree with a major in History and secondary teacher certification, and the Bachelor of Arts with a major in History and secondary composite social studies certification. The Department of History also offers a Master of Arts degree. In addition, the department offers select courses in Geography. A major in history requires a total of 130 semester hours. Students seeking secondary teacher certification must have been admitted into the teacher education program.
The Department of History has a total of ten faculty members, all of whom hold the doctorate degree. Nine faculty members are tenured. There were twenty-three graduates during the 2000-2001 academic year. The total number of majors hover around ninety.

A formal Academic Program Review process has been initiated resulting from the Academic Master Plan. Accordingly, each department is to review all programs at the same time. Each departmental review will occur on a seven-year cycle and involve at least one external reviewer. The Review process addresses the following components:

- Overview of the program
- Students
- Faculty
- Curriculum
- Support services
- Relationship with other department, agencies or businesses
- Overall assessment of the Program

Results of these reviews should be used to strengthen academic programs. The Department of History was the first department to complete the review process.

**Modern Languages**

The Department of Modern Languages offers the Bachelor of Arts with a French, German, or Spanish major, the Bachelor of Arts with a French major and secondary teacher certification, the Bachelor of Arts with a major in German with secondary teacher certification, and a Bachelor of Arts with a Spanish major and secondary teacher certification. The Department also offers courses in Linguistics and Russian.
The Department of Modern Languages has an FTE of 8.5 faculty members. Five faculty members hold the doctorate degree, and four are tenured. There are two faculty members with master's degrees.

During the 2000-2001 academic year, nine students were awarded the baccalaureate degree in Spanish, one degree was awarded in French, and one was awarded in German. The total number of majors during the 2000-2001 academic year was fifty-three.

The Department head expressed commitment to the Academic Program Review process, stating that all programs are reviewed in addition to this process through the Office of Institutional Effectiveness. Therefore, appropriate goals and objectives have been identified for the Department.

Music

The Music program is combined with the art program as the Department of Art and Music. The music program offers the BM, a 130-semester hour program with a K-12 teaching certification, and the general BA in Music with strong areas of focus on band, applied music, and music history and theory. These programs allow the music area to successfully meet its mission to provide quality undergraduate music education for students pursuing professional careers in music. The program also engages in professional and community service that extends the activities of music across the campus, the San Angelo community, and throughout West Texas.

The program has an excellent reputation in band directing and music education. The music program is currently involved in developing its self-study for re-accreditation with the National Association of Schools of Music. The music program is looking to improve its resource base, particularly in the construction of additional choral and classroom space and the enhancement of the music listening library.
Mathematics

The Department of Mathematics offers service courses to the entire university. The Developmental Program offers Math 130A and B: Fundamentals of Mathematics I and II with a two-hour laboratory component for each course for underprepared students. A third opportunity for developmental students is the computer-assisted program found on the PLATO software or the ALEKS web site. Math service courses offered to the university as a whole include:

1302: College Algebra
1303: Trigonometry
1311-12: Mathematics for Business I and II
1321: Analytic Geometry
1332: Introduction to Contemporary Mathematics
2331-32: Calculus I and II

Math 1341-42: Mathematics for Elementary Teachers I and II are offered for the requirement in the elementary education area. A course in statistics is required for the BSN.

A general mathematics tutoring laboratory is available to support students taking a required mathematics course through calculus. A developmental laboratory is available for students enrolled in those classes. Both are supervised by qualified assistants or by faculty teaching developmental courses.

There is no graduate program in mathematics, but both the B.A. and the B.S. program are offered to undergraduates. In addition, students may earn secondary teaching certificates with either a first teaching field or a second teaching field in mathematics. Secondary teachers take a special course (Math 4322: A Survey of
Mathematics with Applications), which teaches them to use the graphing calculator in teaching high school mathematics.

The mathematics major requires core courses that supply breadth of knowledge in general education and in the natural sciences. The major is appropriate according to professional mathematics association guidelines. The faculty is qualified to teach courses to which they have been assigned.

Natural And Physical Sciences

The natural and physical sciences at Angelo State University are housed in four departments in the College of Sciences: the Department of Agriculture, the Department of Biology, the Department of Chemistry and Biochemistry, and the Department of Physics.

The Department of Agriculture offers a B.S. degree in Animal Science, a cooperative 3+2 program with Texas A&M University, and pre-veterinary studies. The department also offers a master's degree in Animal Science with a variety of concentrations.

The Department of Biology programs include a B.S. in Biology, a B.S. in Biology with secondary teacher certification, a B.S. in Medical Technology, pre-medical and pre-dental programs, and a pre-physical therapy option. Biology also offers a M.S. in Biology.

The Department of Chemistry and Biochemistry offers a B.S. in Chemistry, a B.S. in Biochemistry, a B.S. in Chemistry with secondary teacher certification, and pre-medical, pre-dental, pre-pharmacy and pre-physical therapy programs. Chemistry and Biochemistry do not award a graduate degree, although they do offer advanced courses that may be taken for graduate credit, with permission.
The Department of Physics offers B.S. in Physics, a B.S. in Applied Physics, a B.S. in Physics with secondary teacher certification, and pre-engineering and pre-physical therapy options. The department offers a 3+2 physics-engineering program with Texas A&M University, leading to a degree in applied physics from ASU and an engineering degree from TAMU. The department also teaches service courses in astronomy, geology and physical science.

These four departments are recognized as some of the strongest on campus. Acceptance rates into graduate and professional schools are very high and represent an effective recruiting tool for the departments. The Departments of Agriculture and Biology have had fairly constant or growing enrollments in both undergraduate and graduate programs. Chemistry and Biochemistry and Physics have seen some decline in the number of graduates from the programs. The administration, recognizing this fact, has provided scholarship money to help attract students into these programs, thereby increasing the number of students majoring in them. Increases in graduation rates are already evident for Physics and should become apparent over the next few years in Chemistry and Biochemistry.

Facilities range from good in the Department of Agriculture to adequate in the other three departments. However, a recent bond issue will provide funds for additional laboratory space for Biology and Chemistry and Biochemistry, as well as additional space for Agriculture. Renovations to existing space will provide for the Department of Physical Therapy, releasing borrowed space back to Physics.

Equipment in the various departments is of good quality and variety, especially for departments of this size. Students are introduced early on in their careers to the use of equipment. The major need cited by the Department of Agriculture was a solid year of good rainfall. It is doubtful that the university will be able to meet this need independently!
Student satisfaction with the education received in these departments is high. Participation in undergraduate research is commonplace, and access to faculty was cited as the major defining characteristic of the department.

Faculty in these four departments have over $1.1 million in research, training, and facilities grants in place, indicating a high degree of scholarly activity. However, there was concern that the limited journal holdings in the library and length of time to acquire interlibrary loan materials hindered the research effort. One excellent feature of the university's support for undergraduate research is the provision of travel money to students for presentation of papers at regional and national meetings.

**Social Sciences**

At Angelo State University, the Social Sciences include the disciplines of Psychology, Sociology, Economics, and Geography. Psychology and Sociology are housed together in the Department of Psychology and Sociology; Economics is housed in the Department of Accounting, Economics, and Finance; and Geography is housed in the Department of History.

At the undergraduate level, the Department of Psychology and Sociology offers a Bachelor of Arts degree in Psychology, a Bachelor of Arts degree in Sociology, a Bachelor of Science degree in Psychology, and a Bachelor of Science degree in Sociology. The core curriculum requirements differ for the Bachelor of Arts and the Bachelor of Science degree. In addition, students receiving the Bachelor of Science degree in Psychology must take the Seminar in Psychological Research and 26 hours of electives, while those receiving the Bachelor of Arts degree in Psychology do not have to take the Seminar in Psychological Research and have to take only 19 to 25 hours of electives. In Sociology, students receiving the Bachelor of Science degree must take 25
to 31 hours of electives, while those receiving the Bachelor of Arts degree must take 26 hours of electives.

At the graduate level, the Department of Psychology and Sociology offers a Master of Science degree in Counseling Psychology, General Psychology, and Industrial/Organizational Psychology. The department does not offer graduate degrees in Sociology.

The Department of History does not offer a major in Geography or a graduate degree in Geography. Similarly, the Department of Accounting, Economics, and Finance does not offer a major in Economics or a graduate degree in Economics.

**Psychology**

Eight faculty, seven of whom have the terminal degree in their discipline, provide a rich and varied offering of 25 Psychology courses to their approximately 450 majors. With one exception - Sensation and Perception - all the major areas of psychology are covered by these course offerings. Because of the limited number of faculty and the high demands placed on them, the different courses cannot be taught frequently. Thus, most courses list as a prerequisite only the General Psychology course, thereby permitting students the opportunity to take the more specialized courses whenever they are offered. The result is that students in a class may not have all achieved the same level of sophistication, thereby making the course more difficult to teach. In spite of this, the students seem well-grounded in psychology and many of them go on to graduate programs both at ASU and at other universities.

The department offers Master of Science degrees in Counseling Psychology, General Psychology, and Industrial/Organizational Psychology, with approximately 17 to 25 graduate students enrolled in each program. Students may select either a thesis or non-thesis option. Seven of the eight psychology faculty teach at the graduate level, and
all seven have the terminal degree in their disciplines. These faculty serve as advisors to the graduate program. Graduate course offerings and practicum experiences are appropriate for the graduate degrees offered.

Undergraduate students may take graduate courses for graduate credit with the permission of the Dean of the Graduate School. Graduate students may take up to six hours of a select number of undergraduate courses with the permission of the Head of the Department and the Dean of the Graduate School. Graduate students taking undergraduate courses for graduate credit must meet more stringent requirements than undergraduate students in the same courses.

Class size in the undergraduate courses ranges from 55 to 70 students in most courses. In Research Methods and Statistical Analysis and in the Seminar in Psychological Research, class size is capped at 30 and 15 students, respectively. In graduate courses, class size ranges from 17 to 25 students.

Facilities are just adequate. The department has five large classrooms and one seminar room, and this space is sufficient for the psychology and sociology courses that the department offers. However, research space for faculty and student psychology laboratories is limited, and the psychology program would be well served by having additional laboratory space. All faculty are provided with computers, and students have access to computers in several large computer labs.

Library resources are adequate and appropriate to support the degrees offered. Access to many of the journals is provided by on-line services. The short time lag for obtaining materials via interlibrary loan makes that a feasible option where journals are not available on-line.

The psychology faculty take advantage of the faculty development opportunities afforded them by ASU. The faculty and their students are frequent presenters at
psychology conventions and have had their research published in a variety of psychology journals.

**Sociology**

Three faculty, all of whom have the terminal degree in their discipline, provide an offering of 21 Sociology courses to their approximately 50 majors. The majority of these majors earn a Bachelor of Arts degree. Although the course offerings are adequate, the faculty have identified the following gaps in their offerings: Social Welfare Policies; Social Work Administration; Urban Problems; Human Behavior and Social Environment; Social Stratification; Collective Behavior; Sociology of Education; Cross-cultural Studies; Gender Differences; Women and Society. To fill these gaps would require an addition of approximately two faculty.

The problem of a small number of faculty offering a large number of courses prevents the department from frequent offerings of courses. Thus, the majority of the courses do not list any prerequisites, thereby permitting students the opportunity to take courses whenever they are offered. In spite of this, the faculty consider their students adequately prepared to succeed in the more specialized courses.

Class size averages about 55 students in the introductory level courses and these classes are often scheduled in a room designed for 40 students. Crowding is less of a problem in the upper level courses where class size ranges from 30 to 40 students. Sociology shares with psychology five large classrooms and one seminar room.

All faculty are provided with computers, and students have access to computers in several large computer labs. Library resources are adequate and appropriate to support the degrees offered.
Economics

Three faculty, one of whom is on modified early retirement and teaches only half-time, teach economics in the Department of Accounting, Economics, and Finance. All three possess the terminal degree in their discipline. In addition, one faculty member from the College of Business and Professional Studies and one person from the Small Business Development Center each teach one economics course per semester. These faculty provide an offering of six courses. Three of these courses may be taken to satisfy the social science core curriculum requirement; two courses support the undergraduate program in business administration; and one course supports the MBA programs.

Class size in the lower level courses averages 75 students, while class size in the upper level courses ranges from 22 to 40. Advising load for those faculty who teach full time in the Department of Accounting, Economics, and Finance ranges from 30 to 40 students, with most of the student advisees being either undeclared as to major or finance majors.

Economics faculty consider the technical support and library resources more than adequate. However they are dissatisfied with the large class sizes and expressed a need for an additional faculty member to share the teaching demands.

Geography

The Department of History offers three geography courses, one of which is rarely offered. The two frequently offered geography courses are taught by a faculty member who has a terminal degree in history with a graduate concentration in geography. The one lower level class which meets the social studies core curriculum requirement is capped at 40 students, and classes are typically full. The one advanced geography course which is taught regularly is required for students who choose Social Studies as a
composite secondary teaching field. Class size in this course ranges from 20 to 30 students. Course offerings in geography meet the program needs of ASU.
SECTION V
EDUCATIONAL SUPPORT SERVICES

5.0 Purpose and Scope of Support Services

The educational support services section of the institutional self-study covers all aspects of the criteria. The report provides a broad analytical assessment of the goals and objectives of the following resources and services: (1) library and learning resources, (2) instructional support, (3) information technology resources and systems, (4) student development services, and (5) intercollegiate athletics. In keeping with their stated purpose, the results of the assessments are used to determine the operational effectiveness of these educational support resources and services and to develop strategies for enhancement and improvement. Overall, ASU provides a variety of resources and services that support its educational purpose.

5.1 Library and Other Learning Resources

5.1.1 Purpose and Scope

In keeping with the stated purpose, goals and objectives of ASU, the library and other learning resources and services support the university's on-site and remote learning, teaching, and research activities. The library also supports service activities that the university provides to the local and wider community. The library provides access to printed and electronic resources by systematically enhancing its collections, online resources, and information services. The library conducts user surveys to: (1) determine operational effectiveness of its collections and services, and (2) to determine priorities for funding: (a) acquisition of resources and (b) establishing services.
5.1.2 Services

A broad range of print and electronic information and learning resources, both on-site and remote, are provided for students and faculty. These resources and services are accessible to all students and faculty members from the library's web site online bibliographical control system RamCat, its new web-based interface (Voyager), and its electronic bibliographic databases through RamNet, and its online retrieval articles and documents through RamCOPS. Library users have access to materials not owned by the library through interlibrary loan and other cooperative programs such as TexShare, Amigos, Llano Estacado Information Access Network (LEIAN), OCLC and LVIS.

Both group and individual orientation sessions are offered for new students and faculty on how to access and use the resources and services of the library and other learning resource centers. Two formal courses, English 1301 and 1302 include library orientation units. A web-based library orientation tutorial, Texas Information Literacy Tutorial (TILT), is available to transfer and distance learning students. A new faculty orientation seminar appears to be very effective in establishing an environment for library staff and teaching faculty to offer collaborative library use instruction for students.

The main library building contains 64,392 assigned square feet of space and meets the American Library Association (ALA) Association for College and Research Libraries (ACRL) standards for the various designated areas. The main library building houses the current collection and staff. The Library's West Texas Collection is assigned 13,817 square feet in the newly renovated University Center.

The library's wide range of fairly new and in good condition equipment allows the potential for access to and copying of materials in various formats, bibliographic searching, electronic information transfer, and use of computer software packages or personal computers.
5.1.3 Collections

The results of a general library survey and the ALA ACRL "Standards for College Libraries" suggest that the library's collection is more than adequate to support the university's educational mission. The university has put in place numerous access mechanisms that allow the library staff, faculty, and students to make the most efficient use possible of available collections and other learning resources on-campus and at cooperating local libraries.

The library's collection is well organized, with most of the holdings arranged according to the Library of Congress classification system. Federal and state documents are organized as separate collections through use of Superintendent of Document Classification System for Government Printing Office items and the Texas State Documents Classification scheme for all state depository items. The collection development and maintenance process is based on a written policy (Policy and Procedure Memorandum #6) that evolved from the University Library Committee. The university community, especially the faculty, is expected to provide input on acquisitions, preservation, replacement, and removal of materials.

5.1.4 Information Technology

The library enhances its traditional materials and other learning resources through internal and external access to electronic information and digital resources. With the recent installation of a new web-based interface (Voyager), users can browse the library's bibliographical records on the web. Users can access a variety of the library's electronic resources through the university's remote access services. Users can also gain access to the Internet and Email. Users can communicate through Email with professional librarians. The library's web site provides information about the library's resources, services, and policies.
5.1.5 Cooperative Agreements

The library augments its resources and services through TexShare, a formal cooperative agreement with other academic and public libraries in Texas allowing ASU users to access information at other libraries. Access to the 17,000 electronic periodicals is made possible through a formal agreement with the Texas State University System Libraries, TexShare, LEIAN, and other similar groups.

5.1.6 Staff

Under the leadership of a director who holds a MS in Library Science, Master's degree in History, and a Doctor of Philosophy (Ph.D.) degree in Higher Education, the library is staffed by a combination of 28.9 full-time equivalent professional librarians, paraprofessional personnel, and students.

The professional librarians all hold at least the Master's in Library Science and are assigned to managerial and other professional assignments according to need for professional expertise. Texas peer institutions' data and increased user expectations appear to support the need for additional professional and support staff.

5.1.7 Library/Learning Resources for Distance Learning Activities

Through remote-access services, distance learning students have access to a variety of electronic resource collections. Through the TexasShare cooperative resource sharing agreement, distance learning students can use the resources of any participating library, subject to location restrictions. Distance education students are provided library orientation and instruction on use of resources and services through the Texas Information Literacy Tutorial (TILT). The Reference/Document Delivery Librarian coordinates resources and services for distance learning users. (The person now doing this work is the Electronic Resource Librarian.)
5.2 Instructional Support

The university offers a variety of facilities and instructional support services to its academic community. Each academic unit within the College of Sciences, the College of Liberal and Fine Arts, the College of Business and Professional Studies, and the School of Education provides its technology-based resources, audiovisual/multimedia resources, and duplicating services for its faculty and students. These resources and services include laboratories, classrooms, research space, learning centers, and practice rooms. The technological resources of the library augment the facilities and services of the academic units. The Information Technology (IT) Team provides technical support for computer-based instructional support resources and services (see Section 5.3).

5.3 Information Technology Resources and Systems

The university's Information Technology (IT) Team provides access to both academic and administrative computing. Under the administrative oversight of the Vice President for Academic Affairs, this support unit is supervised by a director with advisory oversight from the University Technology Committee. Based on formal needs assessments and strategic planning, four teams of IT staff support computing and networking needs of administrators, faculty, staff, and students.

To ensure that students have basic competencies in computer and information technologies, each academic unit integrates where appropriate the use of computers and related information technology resources in its instructional and research activities. IT staff provide a variety of short courses on use of software and equipment. The Multimedia Center provides assistance to faculty on use of special instructional equipment and also assists in the development of multimedia curriculum materials.
Each administrative department provides training on use of software applications specific to its operations and services.

The university has a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current academic and administrative technology. Policies for the allocation and use of information technology are evaluated regularly to ensure that academic and administrative needs are adequately addressed.

Policies relating to information security are posted on the university’s web site. Security assessment and policy revisions are under the direction of the President of the University, the Director of Technology, and the University Technology Committee.

5.4 Student Development Services

The ASU student development staff and programs have been found by the committee to be vibrant, varied, and obviously responsive to students. The leadership and staff within and across offices and programs demonstrate active teamwork and outstanding care and enthusiasm. Students reported much appreciation for what services are provided and the genuine concern shown by the many office representatives.

5.4.1 Scope and Accountability

The student services units are under the university division of the Vice President for University Relations and Development. The units have been systematically planning through unit annual goal statements, action plans, and institutional effectiveness planning procedures. A comprehensive division master plan for future directions currently is under review. These plans clearly present the broad, comprehensive, forward looking spirit demonstrated by these units. Most units are systematically
evaluating their services as outlined by the *Criteria*. Others need to complete the evaluations process as explained in the 3.1 Planning and Evaluation section of this report.

In reviewing the available services at the institution, the self-study Student Services Committee found several areas of particular concern based on the *Criteria*. The visiting committee concurred. *(Suggestion 10)* The committee suggests that additional services be developed for the distant learning students.

Some services are in place, but a more comprehensive range of services and activities are needed. Also, means to target communication to these students through the web, publications, mailings, word of mouth, and other means could be expanded. Having these procedures and services in place as the distance learning programs expand will facilitate the process.

Another critical area of concern identified by the self-study committee is further development of services for underserved populations such as nontraditional students, commuters, international students, minority groups, and others. *(Suggestion 11)* The committee suggests that comprehensive efforts be made to identify the needs of underserved student populations and that plans be developed for addressing such needs.

### 5.4.2 Resources

The impact of the newly renovated Houston Harte University Center has been substantial on the overall student services. New unit office space, student organization office and work areas, significant increase in meeting and activity space are among the most frequently reported positive resources available to students.
Additional resources are being planned and their need is being well documented. Human, physical, financial, and equipment resources for student development services are more than adequate to support the goals of the university.

5.4.3.1 Counseling and Career Services

Programs function effectively.

5.4.3.2 Student Government, Student Activities, and Publications

Programs and procedures function effectively. The required student policies and procedures are in place.

5.4.3.3 Student Behavior

Programs and procedures are in place and function effectively.

5.4.3.4 Residence Halls

The future plans for residence halls are a critical concern of the institution. A residence hall master plan is under review which contains forward thinking proposals for today's student demands. Required programs, policies, and procedures are in place and function effectively.

5.4.3.5 Financial Aid

The financial aid services are managed very effectively. The Carr Scholarship Funds, as well as numerous other programs unique to ASU, play a critical role in recruitment, retention, and student success. There is institution-wide coordination of student financial aid programs, and the programs and procedures function effectively.
5.4.3.6 Health Services

The institution has an effective program of health services and education.

5.4.3.7 Intramural Athletics

The intramural program has been reported by many students interviewed as being a very important addition to their life on campus. The new programs and leadership have resulted in even more student participation.

Programs and procedures function effectively.

5.5 Intercollegiate Athletics

5.5.1 Purpose

The university's athletic program conducts its activities under the guidelines of the Lone Star Conference and NCAA Division II. Experienced and competent staff administer the program. The programs have broad student participation and have enjoyed competitive success. An Athletic Council provides for faculty, administrative, and student input on policy and operational concerns. The intercollegiate athletics program has an approved Athletics Philosophy and Statement of Principles, but a statement of goals and objectives is a part of the Master Plan for University Relations and Development, which, although underway, has yet to be given official institutional approval. (Recommendation 10) The Committee recommends that official institutional approval be given to a written statement of goals and objectives for athletics which has been developed by the administration, in consultation with the athletic directors, with appropriate input from the faculty.
5.5.2 Administrative Oversight

The athletics staff, the Directors of Women's and Men's Athletics, the Vice President of University Relations and Development, and the President provide the administrative oversight of the intercollegiate athletics program through a clearly defined organizational structure. Faculty and student participation is through the Athletics Council.

5.5.3 Financial Control

Fiscal matters pertaining to the athletics program are controlled by the administration through the Office of the Vice President for Fiscal Affairs. Fundraising and expenditures by external groups are approved by the administration. All income and expenditures for athletics are controlled and audited by an administration that is independent of the athletic program.

5.5.4 Academic Program

The university has clear written policies governing the recruiting, admission, financial aid, and eligibility of athletes. Policies governing admissions and academic standing for athletes are no different than those for other students. Staff independent of the athletics operation administers these policies.
6.1 Organization and Administration

Angelo State University is a creature of the State of Texas and is governed by the Board of Regents of the Texas State University System. Items of statewide concern, such as mission, curriculum changes, and capital projects require the additional approval of Texas Higher Education Coordinating Board. Both boards are appointed by the governor and confirmed by the state senate. The President of Angelo State reports directly to the Board of Regents.

6.1.1 Descriptive Titles and Terms

The name is derived from the community served by the institution. Titles and unit designations are generally accurate and descriptive. The title and unit designation “Vice President for University Relations and Development” does not seem accurate and may not be appropriate. It is unusual that such a breadth of functions be included under a vice president with the subject title. In addition, as commonly understood, the title would not normally encompass areas such as Student Life, Police, Risk Management, and Athletics. This issue of organizational structure is raised in the unit’s draft master plan and in the marketing plan for the university. (Recommendation 11) The committee recommends that the university review and, where appropriate, modify the titles of chief administrators and the designations of administrative divisions to ensure that they are accurate, descriptive, and appropriate.
6.1.2 Governing Board

The Rules and Regulations of the Board of Regents state that "The organization, control, and management of the State University System is vested in the Board of Regents of the Texas State University System." This was confirmed through review of minutes and conversations with the President, System Chancellor, and members of the Board. A Local Committee of the Board serves as a sounding board and advocate for respective institutions in the System. However all decisions within its purview are made by the Board as a whole.

Even though the relative roles and relationship between the Board and the Texas Higher Education Coordinating Board are commonly understood, the committee was provided no documents of the Board of Regents or the university referencing the areas of overriding authority granted to the Coordinating Board. The Coordinating Board has overriding authority on matters of statewide interest, including mission and curriculum approval, and approval of large capital projects. (Suggestion 12) The committee suggests that, for informational purposes and ease of reference, mention be made of the role and authority of the Texas Higher Education Coordinating Board in the official documents of the Board of Regents and the university.

The Rules and Regulations specify all the required elements of Board membership and function, as well as statutory responsibilities. University finances are reviewed and reported on by a Board Finance Committee. Minutes do not reveal any undue external pressure. The role of the Board as policymaker, and of the administration as implementer of policy, is clear as written. The minutes indicate that such roles are observed in practice as well.
6.1.3 Advisory Committees

There are several advisory committees with varying degrees of utility. At least one advisory committee had not met for three years. Advisory committees can be valuable assets and can be helpful if accessed on a regular basis.

6.1.4 Official Policies

All of the information required by this criterion is contained and published in the Faculty and Staff Handbook and the Regents’ Rules and Regulations.

6.1.5 Administrative Organization

The administrative organization reflects the purpose and philosophy of the institution. The committee questions whether the unit “Vice President for University Relations and Development” and its subunits can perform their responsibilities within the current organizational structure. The variety, depth, and breadth of the operations within this unit may cause difficulty from a planning, assessment, and implementation perspective. (See Recommendation 11 at Section 6.1.1.)

The authority and responsibility for all educational offerings and functions are recited in the Faculty and Staff Handbook and the 2001-2003 Bulletin. An organizational chart to the departmental level (as of September 2001) was provided to the committee and verified by interviews. The duties of the President and other administrators are well defined and well understood, based on interviews and a survey. Administrative officers are well credentialed and experienced, and periodically evaluated by their supervisors.

6.2 Institutional Advancement

The university does not appear to have ever had an advancement program as such. However, it did establish a development office in 1995. Nevertheless, it has
received a remarkable gift of an endowment presently valued at over $50 million and annually funded with oil royalties. It also has received several substantial gifts of late. A draft development office plan assumes the need for a program of institutional advancement in light of increasingly challenging recruiting and fiscal environments.

6.2.1 Alumni Affairs

The Office of Alumni Relations appears to be a work-in-progress. Databases are being developed, addresses verified, etc. A draft master plan for the office suggests several ways that the operation could be improved over time.

6.2.2 Fund Raising

Fund raising, whether by one of the several affiliated organizations, the Office of Alumni Relations or the Development Office, is related to the purpose of the institution. The Faculty and Staff Handbook offers basic procedures for internally approving solicitation requests and processing donations. However, as noted in the Self Study, “the sensitive nature of fund raising requires that policies be in place and readily available throughout the campus.” The Self-Study also anticipated that the problem would be remedied upon completion of the Master Plan for the Office of University Relations and Development. The committee was provided with a draft Master Plan. The plan does not offer a development strategy, but rather recommends that one be developed. It also does not suggest any fund raising policies. (Recommendation 12)

The committee recommends that a fundraising strategy and plan be incorporated into the university planning process and be regularly evaluated. In addition, even though the criterion concerning policies and procedures may be technically satisfied, the committee agrees with the Self-Study Committee that more is needed. (Suggestion 13) The committee suggests that, in conjunction with the development of a fundraising plan, the
6.3 Financial Resources

6.3.1 Financial Resources

The review of the university's financial resources indicates sufficient financial resources to support the programs, as they exist. The review of the audits for FY99 through FY01, related financial information prepared by the State Auditor in the form of a special audit prepared for the SACS Reaffirmation Committee visit, and the most recent budget document indicate the financial stability essential for the successful operation of the university's programs.

6.3.2 Organization for the Administration of Financial Resources

The structure of the business office operations is consistent with the organization's size. Necessary information technology support is available to handle the volume of transactions. The business and administrative office staffs are experienced, credentialed, and provide support services directed toward the educational goals of the institution. The business and administrative operations are organizationally responsible for those areas that normally fall under their supervision, such as facilities management, purchasing, accounting, human resources, and related personnel supervisory responsibilities. The information provided by the business and administrative offices enables the President to make periodic financial reports to the Board.

6.3.3 Budget Planning

The budget is developed by various entities within the institution ("bottom-up") and submitted to the next higher organizational level, until it is reviewed and sent to the
Board by the President. The university has prepared an education plan (the Academic Master Plan) prior to preparing the budget. However, the committee could not find that either document cross-references to the other. Sources for funding are not cited in the Academic Master Plan, nor are expenditures for the Academic Master Plan cited in the budget. A similar designation and cross-reference in each document would enhance readability and increase the correlation of the two documents; thereby corroborating that educational planning preceded budget planning. Without that linkage, the committee found it difficult to determine the two documents are interrelated, other than by implied reference. The committee observed the correlation between the educational plan (Academic Master Plan) and the Operating Budget (financial plan) requires enhancement by use of mutually inclusive designators. Cross-referencing of institutional goals contained in the Academic Master Plan and planned expenditures contained in the Operating Budget would improve the observable validity of the institutional planning effort in both documents. (Suggestion 14) The committee suggests the correlation between the Educational Goals and the Operating Budget be enhanced by having both documents use similar designations and cross-referencing of institutional goals, objectives, and strategies.

6.3.4 Budget Control

The staffs in the departments and programs are provided monthly-computerized, and/or hard copies, of budget reports. This monthly report provides adequate information and controls for making revisions as necessary. All campus officials have access to these to these reports.
6.3.5 Relations of an Institution to External Budgetary Control

A review of internal documents and information from external agencies (the Board) indicates there are no observable external controls exercised outside the institution. Appropriated funds are under control of the institution and are devoid of external influences. Policies and procedures approved by the institution are exercised without influence by financial officials outside the institution.

6.3.6 Accounting, Reporting and Auditing

The accounting system used by the institution is one normally used by similar organizations. The reports provided by the business office are submitted on a regular basis. The State Auditor performs the annual fiscal audit, consistent with normally accepted statewide accounting practices. The Internal Auditor provides additional reports as appropriate and reports directly to the President.

6.3.7 Purchasing and Inventory Control

The institutional purchasing and inventory practices follow the necessary state regulations and the institutions own procedures and are consistent with good purchasing practices in an environment free of external political and business interests.

6.3.8 Refund Policy

The institution's refund policy is clearly outlined in the most recent catalog and adheres to generally accepted refund practices in the higher education community.
6.3.9 Cashiering

The institution provides a suitable organizational structure and adequate procedures for collection and management of funds that follow good audit procedures by allowing necessary checks and balances. All personnel are adequately bonded.

6.3.10 Investment Management

The institution's investment process is governed by state law and follows generally accepted procedures for public funds and has the necessary approvals, reports and evaluations.

6.3.11 Risk Management and Insurance

The comprehensive risk management operations established for the institution are provided through state level offices and are evaluated annually. The scope of the coverage is clearly outlined.

6.3.12 Auxiliary Enterprises

The auxiliary enterprises of the institution are operated in a fiscally responsible manner and all operations are documented.

6.4 Physical Resources

The physical environment of the institution contributes to an atmosphere conducive to effective learning. The current space for programs is adequate to serve the needs of the institution in relation to its stated purpose, programs and activities. The institution's landscaping design and grounds maintenance plan have made effective use of the native plant material and take advantage of the natural setting such that the campus provides an environment that conveys a sense of quality.
6.4.1 Space Management

The space allocated to programs is adequate, within existing constraints, for the effective conduct of their functions.

6.4.2 Buildings, Grounds, and Equipment Maintenance

The upkeep of the university property is part of an institutional facilities maintenance plan. The university utilizes a work management methodology to schedule routine, preventative, and deferred maintenance. The facilities maintenance plan is operational and is evaluated on an annual basis, including the schedules for equipment and grounds. The committee observed that the institution places a high priority on preventing deferred maintenance, and applauds the overall condition of the university’s “physical plant.”

6.4.3 Safety and Security

A comprehensive safety plan is in place and is evaluated regularly. In addition to an aesthetically pleasing campus environment, there are effective safety and security procedures for the facilities, providing a secure environment all hours of the day or night. The committee observed that selected facilities contained areas where reasonable steps need to be taken to assure a healthful and safe environment. Specifically, the art studios in the Carr Building require improvements in ventilation, and a room in the Cavness Science Building used to teach chemistry is without an emergency shower. The committee believes these improvements are needed to assure a safe and healthful environment. (Recommendation 13) The committee recommends the institution take reasonable steps to assure a healthful, safe, and secure environment for all members of the campus community.
6.4.4 Facilities Master Plan

The Campus Master Plan is intended to reflect the facilities needs of the university. The document is developed using a systematic set of procedures. However, the committee found it difficult to determine the precise relationship of the Campus Master Plan to the Academic Master Plan and other strategic planning efforts developed throughout the university. Without that correlation, it is difficult to reconcile the Campus Master Plan with other institutional planning efforts. (Suggestion 15) The committee suggests the Facilities Master Plan contain more precise documentation to indicate its relationship with other institutional strategic planning efforts.

6.5 Externally Funded Grants and Contracts

Externally funded grants and contracts are related to the purpose of the institution. The institution's policy, as contained in the Faculty and Staff Handbook, provides for a balance between grant and contract activity, and ensures institutional control over the administration of research projects. The researcher's freedom to investigate and report results is preserved. The policy concerning a faculty members' division of obligations between research and other academic activities is clear. It also includes statements concerning summer salaries and salary supplements paid from grants, and fees for consulting services provided by faculty members.

The institution maintains control over research and instruction, and safeguards control over its own activities.

There is no indication that State and private support for general instructional activity is endangered by the acquisition of research grants and contracts. Grants and contracts last for specific periods of time.
6.6 Related Corporate Entities

There are several corporate entities related to the university, all of which are dedicated to the support of the institution or one of its components. The relative relationships and benefits are documented. The documentation includes activity descriptions, the relationship of such activity to the purpose of the institution, a current board roster (there are no specially compensated employee members), recent audits, and charters and bylaws.
RECOMMENDATIONS

Section III: Institutional Effectiveness

3.1 Planning and Evaluation: Educational Programs

1. The committee recommends that ASU implement a systematic, broad based, interrelated, consistent, and appropriate process to evaluate all educational programs, that it use evaluation results to improve those programs, and that such uses be documented.

2. The committee recommends that ASU implement universally a plan to evaluate its educational success with respect to student achievement including, as appropriate, course completions, state licensing examinations, job placement rates, and follow-up studies of alumni.

3.2 Planning and Evaluation: Administrative and Educational Support Services

3. The committee recommends that for each administrative and support service unit, the university: a) establish a clearly defined purpose in support of the university's mission and goals; b) formulate goals in support of each unit; c) develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit; and d) document the use of these results to improve services provided by each unit.

Section IV: Educational Program

4.2.2 Undergraduate Completion Requirements

4. The committee recommends that an adequate number of hours with appropriate prerequisites be identified consistently across program areas and included with course descriptions to support the sequencing of courses above the elementary level.

4.2.3 Undergraduate Curriculum

See also Recommendation 1 in Section 3.1.

4.2.5 Academic Advising of Undergraduate Students

5. The committee recommends that ASU conduct a systematic program of undergraduate academic advising for all programs.

See also Recommendation 1, Section 3.1.
4.3.4 Graduate Curriculum

6. The committee recommends that the university assess placement of graduate students in their fields of study and demonstrate the effective relationship between curricular content and current practices in those fields of specialization. (See Recommendation 2, Section 3.1.)

7. The committee recommends that the university implement the frequent systematic evaluation of graduate curricular offerings and program requirements.

4.3.5 Graduate Instruction

8. The committee recommends that the university implement frequent, systematic evaluation and data gathering to test the effectiveness of graduate instruction, and if appropriate, revise the instructional process based on the results of the evaluations. (See Recommendation 1, Section 3.1.)

4.5 Distance Learning Programs

9. The committee recommends that the university formulate clear and explicit goals for its distance education program and demonstrate that they are consistent with the university's purpose.

Section V: Educational Support Services

5.5.1 Purpose

10. The committee recommends that official institutional approval be given to a written statement of goals and objectives for athletics which has been developed by the administration, in consultation with the athletic directors, with appropriate input from the faculty.

Section VI: Administrative Processes

6.1.1 Descriptive Titles and Terms

11. The committee recommends that the university review and, where appropriate, modify the titles of chief administrators and the designations of administrative divisions to ensure that they are accurate, descriptive, and appropriate.

6.1.5 Administrative Organization

See also Recommendation 11, Section 6.1.1.

6.2.2 Fund Raising

12. The committee recommends that a fundraising strategy and plan be incorporated into the university planning process and be regularly evaluated.
6.4.3 Safety and Security

13. The committee recommends the university take reasonable steps to assure a healthful, safe, and secure environment for all members of the campus community.
SUGGESTIONS

Section II: Institutional Purpose

1. The committee suggests that ASU publish and disseminate a detailed description, using flow charts as necessary, to describe more clearly the relationship between planning, assessment, and budgeting.

Section IV: Educational Program

4.2.1 Undergraduate Admission

2. The committee suggests that the Office of Admissions be provided with additional staff in light of the need to broaden and intensify recruiting activities.

4.3.1 Administration and Organization

3. The committee suggests that the university develop a marketing plan for the graduate program.

4.3.6 Academic Advising of Graduate Students

4. The committee suggests that ASU strengthen its graduate orientation programs, its evaluation of these programs, and the utilization of results to improve effective assistance to students.

4.4 Publications

5. The committee suggests that ASU improve the consistency and clarity of information published in the ASU Bulletin.

4.8.4 Graduate Teaching Assistants

6. The committee suggests that the requirement of 18 graduate semester hours in the discipline be listed in the “Policies and Procedures Governing Teaching Assistants and Graduate Assistants”.

4.8.6 Academic Freedom and Professional Security

7. The committee suggests that the institution include in the Faculty and Staff Handbook the relevant quotes from the Regent’s Rules and Regulations at the points where they are currently referenced.

4.8.8 The Role of the Faculty and Its Committees

8. The committee suggests that the faculty examine the relationship of the Faculty Organization and the Faculty Senate and clarify that relationship in the Bylaws.
4.8.9 Faculty Loads

9. The committee suggests that the university review its calculation of instructional load relative to such factors as the number of preparations, number of students taught, nature of the subject and the assistance available from secretaries and teaching assistants, so as to maximize instructional effectiveness and workload equity.

Section V: Educational Support Services

5.4.1 Scope and Accountability

10. The committee suggests that additional services be developed for the distance learning students.

11. The committee suggests that comprehensive efforts be made to identify the needs of underserved student populations and that plans be developed for addressing such needs.

Section VI: Administrative Processes

6.1.2 Governing Board

12. The committee suggests that, for informational purposes and ease of reference, mention be made of the role and authority of the Texas Higher Education Coordinating Board in the official documents of the Board of Regents and the university.

6.2.2 Fund Raising

13. The committee suggests that, in conjunction with the development of a fundraising plan, the university develop and disseminate policies for the coordination and implementation of its fundraising activity.

6.3.3 Budget Planning

14. The committee suggests the correlation between the Educational Goals and the Operating Budget be enhanced by having both documents use similar designations and cross-referencing of institutional goals, objectives, and strategies.

6.4.4 Facilities Master Plan

15. The committee suggests the Facilities Master Plan contain more precise documentation to indicate its relationship with other institutional strategic planning efforts.