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Introduction

Angelo State University's last self-study was concluded in the spring of 1992. The president of the University at that time was Dr. L. D. Vincent, who served from 1967 until his death in 1994. In January of 1995, Dr. E. James Hindman became the University's third president. This self-study has concentrated on the period 1995-2001, with a particular emphasis on Academic Year 2000-2001.

Significant changes have occurred during that period. The most important of these are recorded in "President's University Progress Report: January 1995-January 1999."

From the perspective of the Self-Study Steering Committee, the numerous initiatives in planning and assessment have resulted in major improvements in accountability. Other perspectives will cite student-oriented programs such as "Up-and-Coming Scholars"; construction projects such as a fine arts museum, expansion of the Houston Harte University Center, and construction of a multipurpose center; and governance projects such as the revision of tenure and promotion policies by a faculty committee.

History of Angelo State University

The history, location, and population served by Angelo State University define and clarify its role in the region and the State.

Angelo State University was created as Angelo State College in 1965 by an act of the 58th Session of the Texas Legislature in 1963. The history of the University, however, can be traced to 1928 when San Angelo College was established. Organized as part of the city school system, the two-year college for many years occupied a site near the commercial center of the city. In 1945, the voters of Tom Green County created a County Junior College District and elected the first Board of Trustees. In 1947, the first building was constructed on the present site. In May 1969, the name of the institution was changed to Angelo State University.

ASU has experienced a rapid transition from regional junior college to accredited Master's I (Comprehensive) institution. ASU was designated as a member of the Texas State University System in 1975, along with Sam Houston State University, Southwest Texas State University, and Sul Ross State University. Effective September 1, 1995, Lamar University and its components joined the Texas State University System.

The Graduate School at Angelo State University was authorized by the Board of Regents, State Senior Colleges, on May 15, 1970, and approved by the Texas Higher Education Coordinating Board (THECB) on October 19, 1970. Over 7,000 students have been admitted to the graduate program since its inception.

In September 1967, Dr. Lloyd Drexel Vincent became the second president of Angelo State College, succeeding Dr. Raymond M. Cavness who first held that post. Dr. Vincent served as president until his death on August 5, 1994.

Following the death of President Vincent, Michael P. Ryan was named Interim President by the Board of Regents, Texas State University System, on August 9, 1994. On January 25, 1995, Dr. E. James Hindman became the third president of Angelo State University.

The 268-acre campus has changed significantly since 1965 as a result of the development of an ultramodern physical plant now valued at over \$162 million.

In the Fall of 2000 the University Center reopened after extensive renovation. The 130,000 square foot space houses a cafeteria, a university bookstore, student meeting rooms, a branch of a local credit union, a game room, and other student- and University-related venues. The West Texas Collection is the repository for government and county documents, rare books, and Texana, and it serves as the archive for donations to the University that pertain to the West Texas area; it is also used by the general public for genealogical research.

A joint project with the West Texas Disaster Recovery Center, a digital archiving agency, was the Mathematics/Computer Science Building, which houses facilities to support the University's mainframe computing services. A cooperative arrangement with the San Angelo Fine Arts Museum allows ceramics classes to be taught in that facility. The West Texas Training Center unites three educational institutions for educational and training opportunities

New Directions

New graduate and undergraduate programs have been started, and ineffective programs have been discontinued. The University has expanded information technology, both for administrative purposes and in classrooms, and a healthy program of international student exchanges

The growth of the Carr Scholarship program, supported by an endowment of over \$56 million, has enabled the University to attract and support excellent students. Other initiatives, such as the Up-and-Coming Scholars program and a growing focus on wellness and recreation through intramural programs, have improved the campus experiences of students.

Shared governance has grown quickly in the period under review. The Faculty Council evolved into the Faculty Senate; a faculty-elected committee revised tenure and promotion policies; and Senate participation in major councils and committees has been augmented. The *Academic Master Plan 2000* was developed by faculty committees made up of both junior and senior faculty.

Other planning initiatives include two major projects still in draft at the beginning of the 2001-2002 year: The Master Plan for University Relations and Development and the Angelo State University Marketing Plan. During FY 2001, the connection between budgeting and planning was established in the new budget forms. Institutional Effectiveness efforts improved in every division.

Conventions of the *Self-Study Report*

This *Self-Study Report* chronicles the accomplishments described above. The *Addendum to the Self-Study Report* discusses very recent programs, such as the Center for Academic Excellence, the adoption of the Master Plan for University Relations and Development and the long-considered Marketing Plan. The Addendum also discusses corrections made to University policies and procedures as a result of preliminary findings of the self-study.

The principal self-study committees were directed to document compliance with the *Criteria for Accreditation* as their basic task; additionally, however, they were to supply an analytical narrative and an assessment of strengths and weaknesses. As the committees identified an irregularity, it was referred to the appropriate vice-president. Consequently, many deficiencies were addressed before the self-study was finished. Any suggestions or recommendations based on such revisions were removed from the final draft.

The *Self-Study Report* has been published in three formats: paper copy, web-based, and compact disk. The digital formats are designed with hot links to the support documents. Of these, the most commonly cited are the *Faculty-Staff Handbook*, the *Bulletin*, and the *Student Handbook*.

The *Faculty-Staff Handbook* was revised in September 2001, only partly as a result of the self-study. Because citations to the old edition (1998) were so numerous, those citations were retained in the *Self-Study Report*; when reference to the revisions is necessary, the citation is to the Revised *Faculty-Staff Handbook*.

Similarly, The Texas State University System's Board of Regents' *Rules and Regulations* was revised in August 2001, but because citations to the previous edition (2000) were also so numerous, those citations were retained in this report. Again, when reference to the revisions is necessary the citation is to the Revised *Rules and Regulations*.

The *Bulletin* used by the self-study is the 2001-2003 edition. This was chosen because it was available early and because the one it replaced (1999-2001), though technically the one that covers the snapshot self-study year, included an addendum necessitated by State-mandated core curriculum adjustments that made it particularly awkward and confusing as a reference document.

The *Student Handbook 2000-2001* is the reference edition for this report. A 2001-2002 revision, appearing in August, made extensive changes. The conventions governing the use of the *Faculty-Staff*

Handbook apply to the *Student Handbook* as well; references made to the changes that appear in the new edition will cite the Revised *Student Handbook (2001-2002)*, but most citations will be to the 2000-2001 edition.

Membership

The self-study was conducted by faculty, staff, administrators, students, alumni, and a member of the Board of Regents. The Steering Committee was composed of the chairs or co-chairs of the principal committees and the Director of Institutional Planning, Research, and Assessment *ex officio*.

Self-Study Steering Committee

Kathleen Holcomb: Professor of English, Director

Linda Kornasky: Assistant Professor of English, Chair of Editorial Committee

Nancy Allen: Professor of English, Co-Chair of Undergraduate Program

Kathryn Artnak: Assistant Professor of Nursing, Chair of Institutional Purpose

Kurt Buerger: Professor of Accounting, Chair of Financial Resources

Carol Diminnie: Graduate Dean, Chair of Physical Resources

Shirley Eoff: Professor of History, Chair of Faculty

Maurice Fortin: Library Director, Chair of Publications; Distance Learning Programs; Continuing Studies, Outreach and Service Programs; Student Records

Phillip Holcomb: Professor of English, Co-Chair of Undergraduate Program

Lawrence Jones: Associate Professor of Government, Co-Chair of Organization and Administration

Sarah Logan: Director of Institutional Planning, Research, and Assessment

Christine Muelsch: Associate Professor of Modern Languages, Chair of Library and Other Learning Resources

Joe Muñoz: Assistant to the President, Chair of Consortial Relationships and Contractual Agreements; Externally Funded Grants and Contracts; Related Corporate Entities

Greg Pecina: University Center Director, Chair of Student Development Services

Tomas Peña: Assistant Professor of Aerospace Studies, Chair of Intercollegiate Athletics

Cody Scott: Associate Professor of Animal Science, Chair of Institutional Effectiveness

George Shankle: Professor of Chemistry, Co-Chair of Organization and Administration

Mark Sonntag: Professor of Physics, Chair of Instructional Support; Information Technology Resources and Systems

The Self-Study Steering Committee is responsible for this final *Self Study Report*; and, therefore, this committee has authorized the recommendations and suggestions made throughout the text.

PRINCIPAL COMMITTEES

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Kathryn Artnak (Chair): Assistant Professor of Nursing

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David Loyd: Dean, College of Sciences

Brian May: Associate Professor of Agriculture/Research Scientist

Deborah Palmer: Director of Continuing Studies