

**Sections 4.4, 4.5, 4.6, 4.7: Publications; Distance Learning Programs;  
Continuing Education, Outreach and Service Programs;  
and Student Records**

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#### 4.4 Publications

**The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.**

The University is in compliance.

ASU meets the requirements outlined in SACS's *Policies, Procedures, Guidelines, 1998-2000*, which states that advertising, publications, and promotional literature should (1) have as their primary focus educational programs and services; (2) be clear, factually accurate, and current; (3) be readily available and accurately depict the items included in the "should" statements in this section; and (4) include needed information concerning career opportunities which have unique requirements for career paths, employment, or advancement (p. 68). A compilation of ASU publications is available for examination with documents for this section.

Academic and administrative departments work with the Office of News and Information Services to produce the various bulletins, brochures, pamphlets, and other publications used to convey information. The Office of News and Information Services is responsible for insuring consistency in the University's publications. Appropriate University administrators insure content accuracy through a system of signature review, culminating in either the Vice President of Academic Affairs (VPAA) or the President. All modifications and rewrites of material are sent through the appropriate committees. For example, the University Curriculum Committee checks modifications of academic programs for principles of good educational practice as well as for accuracy.

The Web Oversight Committee and Information Technology provide web page guidelines and production assistance, and the *Faculty-Staff Handbook* outlines guidelines for production, authorization to use the University seal, and other regulations (III-53-57).

The *2001-2003 Bulletin* identifies unique career paths, which may include such careers as primary and secondary education, K-12 educational administration, nursing, and accounting, as well as other fields requiring subsequent licensure or certification for employment and advancement opportunities. For example, the School of Education's introductory pages in the *2001-2003 Bulletin* (pp. 348-351) describe the process for teachers to be admitted to ASU's program, student teaching eligibility requirements, how to complete the certification program, the process for taking appropriate ExCETs, and how to obtain a recommendation for certification to teach. Pre-medicine and pre-veterinarian programs are described in the Biology and Agriculture departmental sections.

**An institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions 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 the institution or withdrawing from it.**

The University is in compliance.

ASU's academic and administrative departments provide a wide range of print and electronic publications to provide easy access to needed information.

**Table 4.4**

**Where to Find ASU Information**

<i>Required Information</i>	<i>Where Found</i>
Entrance Requirements and Procedures, Admissions Criteria & Policies	<i>2001-2003 Bulletin</i> , pp. 46, 379-383 (and other information in departmental sections); ASU web page
Transfer Students	<i>2001-2003 Bulletin</i> , ASU web page, and Guide for Transfer Students Brochure
Rules of Conduct	<i>2001-2003 Bulletin</i> , <i>Student Handbook 2000-2001</i> , ASU web page, and University Police Department Brochure
Academic Calendar	<i>2001-2003 Bulletin</i> , Class Schedule, and ASU web page
Degree Completion Requirements	<i>2001-2003 Bulletin</i> and ASU web page
Withdrawal from class or University	<i>2001-2003 Bulletin</i> and ASU web page
Listing of Full-time Faculty & Degrees Held	<i>2001-2003 Bulletin</i> and ASU web page
Costs and Financial Obligations	<i>2001-2003 Bulletin</i> , Class Schedule, and ASU web page
Refund Policy	<i>2001-2003 Bulletin</i> , Class Schedule, and ASU web page

**Findings**

Strengths

1. All publications are up-to-date and contain the latest information in print and/or online formats.
2. The campus possesses a strong technology infrastructure that supports increased access to publications in electronic formats.

Weaknesses

The Committee did not find any weaknesses.

## Recommendations and Suggestions

The Committee makes no recommendations or suggestions.

### Section 4.4: Publications Compliance Grid

Must Statement	Compliance Status	Documentation
<b>4.4 Publications</b>		
<i>The content and design of publications produced and distributed by an institution <b>must</b> be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.</i>	In Compliance	<ul style="list-style-type: none"><li>• <a href="#">2001-2003 Bulletin</a></li><li>• <a href="#">ASU web page</a></li><li>• <a href="#">Faculty-Staff Handbook</a></li></ul>
<i>An institution <b>must</b> make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions 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 the institution or withdrawing from it.</i>	In Compliance	<ul style="list-style-type: none"><li>• <a href="#">2001-2003 Bulletin</a></li><li>• View Book</li><li>• <a href="#">Student Handbook, 2000-2001</a></li><li>• <a href="#">ASU web page</a></li><li>• Class Schedule</li><li>• University Police Department Brochure</li></ul>

### 4.5 Distance Learning Programs

**An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose.**

The University is in compliance.

Distance learning at Angelo State University is a relatively new endeavor. With state-of-the-art technological resources and distance learning classrooms available to faculty and students, ASU has built a sound technology infrastructure for future growth of distance learning programs.

The *Academic Master Plan 2000* articulates ASU's distance learning goals. The document recommends that the University "conduct a feasibility study to determine the possibility of offering a

variety of web-based or other distance learning courses to serve non-traditional students.” In addition, the document recommends that “to accommodate the needs of the ‘non-traditional’ students at ASU,” a quarter time director of distance learning be assigned the responsibility “for the development and marketing of all interactive video and computer based instruction” (p. 22). Goal V in that document states that the University will “fully integrate information technology knowledge and practices into teaching approaches, academic programs, and scholarly activities” (p. 4). The University's mission statement notes that “[b]oth traditional and technological learning resources are utilized in instruction and research and to provide special services and programs on continuing education and distance learning which contribute to the cultural and economic welfare of the region served by the University.” The University is working in cooperation with other schools within The Texas State University System to coordinate distance learning course offerings.

ASU has offered distance learning classes in two primary areas: Education and the "Online B.S.N. Completion for Registered Nurses.” Only the latter is currently active.

### Education

In the fall of 1998, the Education Department entered into an agreement with Stamford ISD to offer several core courses in the graduate program combining an on-campus course with simultaneous point-to-point video connections. The following table summarizes the activity using this format for students pursuing degrees in Educational Diagnostics, Counseling and Mid-Management at ASU. The program has been suspended.

**Table 4.5**

#### **Distance Learning Courses in Education**

<b>Semester</b>	<b>Course title</b>	<b>Enrollment in Distance Learning</b>	<b>On-Campus Students</b>
Fall 1998	ED 6351: Human Growth and Development	10	14
Fall 1999	ED 6331: Tests and Measurements	10	16
Fall 1999	ED 6310: Curriculum and Methodology Trends	5	20

### Nursing

In the Fall 1998 semester, the Nursing Department began offering an online section of the upper level nursing courses in the B.S.N. completion program for registered nurses. Students enrolling in the online B.S.N. courses receive instruction through the Internet. This alternative learning methodology, the online classroom, quickly became very popular among registered nurses because it offers flexibility for full-time working registered nurses. At the present time, 100% of the required upper level nursing courses for the B.S.N. degree are offered through the Internet, but students enrolled in

the online B.S.N. courses do have to come to campus for an intensive orientation program, physical assessment competency testing, and in their final semester to take the required exit exam.

**An institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all the applicable *Criteria*.**

The University is in compliance.

The B.S.N. online completion program is the only currently active distance learning program. The following analysis is based almost entirely on the Nursing Department's experience.

Admission criteria, course requirements, syllabi, and clinical practicum instruction for online students remain the same as in the past for traditional classroom students. Like traditional on-campus classes, these courses are to be completed within the regularly scheduled semester. The B.S.N. major courses are offered exclusively online, so those student policies are outlined in the *Bachelors of Science Nursing Student Handbook* which is available from the Nursing Department web page ([http://www.angelo.edu/dept/nursing/bsn/bsn\\_documents.htm](http://www.angelo.edu/dept/nursing/bsn/bsn_documents.htm)).

The curriculum and the courses were developed by the Nursing Department faculty. The National League for Nursing Accreditation Commission (ANLAC) insists that faculty assume responsibility for such development.

The assignments are designed to be completed in weekly blocks. The student logs on and completes online assignments and tests by means of the instructional program (formerly *IntraKal*, now *Blackboard*). Written papers and projects are e-mailed or faxed to the instructor. An 800-line was provided at the recommendation of the Board of Nurse Examiners, who require that off-campus students have easy telephone access to their instructors equivalent to that of on-campus students.

The Nursing Department specifically selected the web-based design and the weekly block schedule to offer flexibility for students who are full-time registered nurses. Nearly all the students in the program are working as registered nurses; a survey undertaken before the program began indicated a need for such flexibility. The program insures the integrity of students' work partly by the traditional guards against plagiarism (pre-approved assignments, checking citations) and partly by the instructional program. *IntraKal's* security measures include random item generation, timed test periods, a single opportunity to log in for a test and submit test answers, and a statistical comparison of answers (cheat factor). *Blackboard* has similar features.

The programs are not entirely distance learning; students must come to campus for orientation, advising, and for some instruction. Thus, students interact with faculty and with other students. Instructors ensure the currency of course materials, and the students' pass rate on a nationally-normed examination imply the currency of course material. There has been no difference in the scores for

online nurses versus those who were educated in the previous traditional classroom system, indicating that the use of technology has had no adverse effect upon student learning. Yearly data from this examination are available from the Nursing Department.

The University handles student records for online and distance learning courses in the same way that traditional student records are. Section 4.7 of this report describes student records.

Information Technology provides access to library services for online students. Dial-up and proxy server access for library searches allows the online student to access the online catalog (RamCat) and the database search gateway system (RamNet) from off-campus sites. Additionally, TexShare cards allow students to use any participating Texas public or academic library subject to local restrictions. Students may also receive technology assistance through Information Technology's Help Desk service if they have difficulty using the required technology.

An intensive orientation at the beginning of the program instructs students in the use of the technology. They are shown how to register online, how to access the course materials, how to manipulate their way through the program, and how to use the library. These topics are repeated in the online handbook, which lists minimum technology hardware and skills: internet browsing, sending e-mail with attachments, and using a word processor.

Registration, career development services, financial aid, academic advising, and some student life functions are available on the web, by e-mail, and by telephone. However, some services, such as the University Health Clinic, personal counseling, and referrals for special learning needs are available only to on-campus students. Because nursing students must visit the campus for their initial orientation session, they may make use of the various on-campus services at this time, but ASU does not have online access to all services for a student who never visits the campus. Future development of other online or distance programs will necessitate fuller access to student development services for students served via distance learning.

Faculty members are available for student assistance and consultation through e-mail and online office hours. Nursing faculty prefer face-to-face student advising and orientation. Because distance-learning nursing students are required to come to campus for laboratory work and assignments, placement, orientation and advising occur in an unmediated setting. If other departments initiate online courses without including a requirement for campus visits by the student, advising, placement and orientation procedures will have to be developed.

Angelo State University complies with SACS's *Policies Procedures Guidelines* publication statements on distance learning (p. 26) which require "[t]he institution [to] provide laboratories, facilities, and equipment appropriate to the courses or programs." The Nursing Department's program requires students enrolled in courses that have laboratory or clinical requirements to come to campus

to complete laboratory requirements (such as physical assessment), or to go to assigned clinical work locations with approved RN preceptors (*2001-2003 Bulletin*, p. 335).

Faculty qualifications are the same as for on-campus instructors; indeed, the on-campus and distance-learning faculty are the same. Faculty members interested in teaching interactive compressed video classes attend distance learning workshops (such as the Southwest Center for Advanced Technological Education [SCATE] workshops held in both Stamford, TX and on the ASU campus) in order to learn new teaching methods appropriate for distance learning classes, as well as to learn how to operate all the equipment in the University's distance learning classroom and supplemental compressed video rooms. Faculty members who develop online classes attend campus workshops with Information Technology personnel to aid them in using web page design or *Blackboard* software to design their classes. ASU has operated a multimedia production facility for faculty since 1996 and a dedicated distance learning classroom since 1998.

A class delivered via distance technology is part of the faculty member's regular load. These classes are not taught as overloads, nor is there release time to present a class via distance technology. Nevertheless, many of the current distance learning courses at ASU were developed by faculty members who received summer grant funding from the University.

The online nursing courses are assessed by means of a survey built into the class material. The survey results are e-mailed to the instructor. Some faculty also mail the IDEA evaluation forms to their students; these are the same forms used by the ASU faculty each fall semester. The Nursing Department is considering the possibility of using a web-based version of the IDEA survey.

The Nursing Department handles student complaints in the manner required by the National League for Nursing Accreditation Commission. The Department retains all formal (written) complaints in a hard-copy file. The procedure for filing a complaint or grievance is described in the online handbook. Since the program began, no complaints have been made.

Distance learning facilities include a dedicated classroom and a multimedia production facility. Other compressed video rooms are available for temporary use. The *Blackboard* program will replace *IntraKal* as the web-based instructional interface in Fall 2001.

The *Academic Master Plan 2000* defines the direction to be taken by distance learning in the future. The University will fund facilities, staffing, equipment, and other under the newly established Center for Academic Excellence, which is budgeted to include distance learning. Policy development will also be a function of this new division.

## Findings

### Recommendations and Suggestions

The Self-Study Steering Committee makes no recommendations but does make the following suggestions.

1. If the distance learning programs and offerings increase, the University must provide advising, orientation, and student services for distance learners.
2. As the *Academic Master Plan 2000* recommended, a director or coordinator for distance learning should be appointed to insure program growth and support service infrastructure for students in those programs.
3. Institutional-level policies must be written and oversight issues agreed upon for distance learning. Specifically, the following matters should be addressed: faculty rights and responsibilities; assessment of entering students for capability to succeed and of student outcomes to demonstrate success; evaluation of courses; advertising and recruiting policies; determination of appropriate technologies. The issues of institutional vs. departmental control and intellectual property have been addressed in the Regents' *Rules* (III-38-39).

### Strengths

1. The campus possesses a strong technology infrastructure that supports distance-learning course offerings.

### Section 4.5: Distance Learning Programs Compliance Grid

Must Statement	Compliance Status	Documentation
<b>4.5 Distance Learning Programs</b>		
<i>An institution <b>must</b> formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose.</i>	In Compliance	<ul style="list-style-type: none"> <li>• <a href="#">Academic Master Plan 2000</a></li> <li>• Departmental Publications</li> </ul>
<i>Further, an institution <b>must</b> demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria.</i>	In Compliance	<ul style="list-style-type: none"> <li>• <a href="#">2001-2003 Bulletin</a></li> <li>• <a href="#">Academic Master Plan 2000</a></li> <li>• <a href="#">Bachelors of Science Nursing Student Handbook</a></li> </ul>

## Weaknesses

1. Not all student services are available to online students, although the most important are.
2. There has been no University-level oversight or control of distance learning initiatives. This oversight is slated to be a function of the Associate Vice-President for Academic Affairs.

### **4.6 Continuing Education, Outreach and Service Programs**

#### **Continuing education and outreach and service programs must be clearly related to the purpose of the institution.**

The University is in compliance.

According to the mission statement of the University, continuing studies, outreach and service programs are supported by our commitment to offer “many cultural opportunities and business, health, educational and volunteer services to the region.” Additionally, “resources are utilized ... to provide special services and programs of continuing education ... which contribute to the cultural and economic welfare of the region served by the University.” The mission statement of ASU’s Division of Continuing Studies, published in every semester’s schedule of continuing studies classes, matches this portion of the University’s mission statement: “The Division of Continuing Studies offers high-quality courses to fulfill the professional, vocational, personal, and workforce educational needs of West Texas residents.”

Table 4.6 outlines the various programs which are primarily or secondarily outreach or service programs, their purposes, their evaluation method(s), and their resource and service adequacy.

#### **All continuing education programs, both credit and non-credit, must be evaluated regularly.**

The University is in compliance.

ASU offers Continuing Education courses only as non-credit courses. The University’s academic departments teach all credit courses.

Every Continuing Education Division course is evaluated by a means of standard evaluation form that reviews course content, instructor, instructional materials used, and how well the Division of Continuing Studies office supported the program. The evaluations also allow for comments about any textbook used in the course, other general course comments, what other courses the student might be interested in seeing the Continuing Studies Division offer, and any other “customer service” comments the student would like to add. These evaluations are administered by the Director of Continuing Education or her designee and never by the particular course instructor to help encourage

complete and unbiased responses. Participants who have dropped the class or were absent from class during the evaluation period are telephoned by the Continuing Studies Office and interviewed by a staff member to complete the form. Therefore, Continuing Studies has been able to have a 100% response rate to the evaluation forms. Items from this evaluation form are used as goals for Continuing Studies' Institutional Effectiveness continuing evaluation.

The Continuing Studies staff review completed course evaluation forms. The Director compiles the numbers reported on the sheets and sends each instructor these results, filing favorable evaluations. In the case of unfavorable evaluations, the Director schedules a meeting with the instructor to review what changes need to be made in the course. Instructors receiving repeated poor evaluations are not contracted to teach courses for the Division in subsequent semesters.

**All continuing education and outreach and service programs offered for credit must comply with the requirements of the *Criteria*, and with Section IV in particular.**

The University is in compliance.

The Division of Continuing Studies, the Small Business Development Center (SBDC) programs, and other outreach and service programs do not offer "for academic credit" courses. All academic credit courses are offered through academic departments.

**For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.**

The University is in compliance.

ASU provides the necessary resources and services to support the outreach and service programs sponsored on campus. For example, the Small Business Development Center (SBDC) is a service program which holds workshops to encourage the development of small businesses in the region. Those attending the workshops fill out a form to evaluate the content and instruction quality in these workshops. These forms are compiled into a summary spread sheet and are kept in the SBDC office training file; they are used to aid instructors to improve their teaching methods, to catalog requests for additional small business development workshop topics, and to catalog how well different workshops were received by the participants. The SBDC files annual Institutional Effectiveness reports, as well.

Table 4.6 presents the outreach and service programs' purpose, evaluation, and resource/service support. It should be noted that outreach is not necessarily the primary purpose of all programs. Many were designed primarily to benefit ASU students.

Table 4.6

**Outreach and Service Programs**

<b>Program:</b> Up & Coming Scholars	<b>Purpose:</b> This program provides needy and worthy students of good academic ability in grade eight of junior high schools in the San Angelo ISD and the Christoval ISD the opportunity, future financial support, and encouragement to be exemplary students while in the public schools; and to plan, prepare for, and pursue a university degree at ASU or any other university upon graduation from high school.
	<b>Evaluation:</b> The director of the program makes an annual report to the President including numbers recruited for the new eighth grade class and numbers continuing in the upper classes. Programming for the students has either a feedback form or discussion session which is reviewed by the program director for changes for subsequent sessions. It is evaluated in the President's office IE report.
	<b>Resource/Service support</b> for this program comes from the ASU Charitable Trust and the Mrs. Eva Tucker Endowment. The Assistant to the President directs this program from that office, using University facilities as appropriate for support of the program.
<b>Program:</b> Mother-Daughter Program	<b>Purpose:</b> This program works with first generation students and their mothers when the students are in the eighth grade to help participants develop and enhance academic and social skills in preparation for higher education.
	<b>Evaluation:</b> The director of the program completes a yearly report which notes the numbers continuing in the program and activities completed during the year. 2000-2001 was the first year students in this program were eligible for admission into ASU. All but one were admitted to ASU. It is evaluated as part of the Educational Opportunity Center's IE report.
	<b>Resource/Service support</b> for this program comes from the ASU Foundation and the Mrs. Eva Tucker Endowment. The program is conducted out of the Admissions Office and uses University facilities as appropriate for the program.
<b>Program:</b> West Texas Training Center	<b>Purpose:</b> The West Texas Training Center is a collaborative educational effort involving ASU, Howard College, the San Angelo Independent School District, and the City of San Angelo.
	<b>Evaluation:</b> The WTTC director reports directly to the President of ASU. An Institutional Effectiveness report is filed by the center director.

	<p><b>Resource/Service support:</b> The director submits a budget request through the University each year for the subsequent year's budget from state appropriations and fee income. This program also receives funding from Howard College and SAISD. The University also allocates personnel from the Information Technology Department and Physical Plant to assist with the internal networking needs of this facility and maintenance of the building and grounds.</p>
<p><b>Program:</b> Texas Prefreshman Engineering Program</p>	<p><b>Purpose:</b> This program identifies achieving middle and high school students with the interest in and potential for careers in engineering, science, technology, and other mathematics-related areas to reinforce them in pursuing these skills by presenting intense, eight-week mathematics-related summer programs.</p>
	<p><b>Evaluation:</b> Graduates of the program are sent a questionnaire to provide feedback to improve the program.</p>
	<p><b>Resource/Service support</b> for this program comes from a grant from the Sid Richardson Foundation to the University of Texas at San Antonio for the program at San Angelo. The SAISD also supports the program by providing the salary for two teachers in the program.</p>
<p><b>Program:</b> Center for Economic Education</p>	<p><b>Purpose:</b> This center promotes economic education at the public school level by presenting training for teachers, grade-level appropriate materials, and curriculum assistance for school districts.</p>
	<p><b>Evaluation:</b> A standardized report is filed with the National Council on Economic Education</p>
	<p><b>Resource/Service support</b> for this program is from the Texas Council on Economic Education grant.</p>
<p><b>Program:</b> Concho Valley Math and Science Conference</p>	<p><b>Purpose:</b> This conference features workshops, presentations, demonstrations, and exhibits in partnership with TEES and Region XV Education Service Center. (First conference held 10/21/00.)</p>
	<p><b>Evaluation</b> and coordination of this program is done through the Office of the Dean of Sciences.</p>
	<p><b>Resource/Service support</b> for this program comes from registration and exhibitor fees.</p>
<p><b>Program:</b> Small Business Development Center (SBDC)</p>	<p><b>Purpose:</b> The Small Business Development Center (SBDC) is a service program which holds workshops to encourage the development of small businesses in the region.</p>
	<p><b>Evaluation:</b> Those attending the workshops fill out a form to evaluate the content and instruction quality in these workshops. These forms are compiled into a summary spread sheet and are kept in the SBDC office training file to be used by instructors to improve their teaching methods, to catalog requests for additional small business development workshop topics, and to catalog how well different workshops were received by the participants. The SBDC office also submits an Institutional Effectiveness report each year.</p>
	<p><b>Resource/Service support</b> for this program comes from state appropriations and the Small Business Association Grant. The University provides office space and personnel to direct this program.</p>

<b>Program:</b> University Symposium on American Values	<b>Purpose:</b> This symposium brings outstanding scholars, academicians, practitioners, and artists to campus to enrich the academic environment. Local and regional residents are invited to attend the public lectures.
	<b>Evaluation</b> The Symposium Committee evaluates the effectiveness of each year's offerings.
	<b>Resource/Service support</b> The University funds the Symposium, and the events take place in campus facilities.
<b>Program:</b> San Angelo National Ceramic Competition	<b>Purpose:</b> The San Angelo Museum of Fine Arts (SAMFA), ASU, and other sponsors present this annual ceramic competition, bringing in artwork from over the nation. ASU holds a Ceramic Symposium for students and anyone interested in the invited artists.
	<b>Evaluation:</b> SAMFA monitors public participation and comments, as well as sponsor comments to see what changes are needed in the program from year to year.
	<b>Resource/Service support</b> for this competition comes from the ASU Foundation, the ASU art faculty, and community members. Portions of the competition and art workshops occur on the University campus.
<b>Program:</b> Wells Fargo Distinguished Lectureship Program in Business	<b>Purpose:</b> This business lectureship is organized to bring well-known business leaders to San Angelo and ASU to share practical ideas and solutions today's management issues.
	<b>Evaluation:</b> The committee selecting the distinguished lecturer meets to evaluate each year's program and plan the next program.
	<b>Resource/Service support:</b> Wells Fargo Bank provides funding for this lectureship which occurs each spring on the University campus.
<b>Program:</b> Ralph R. Chase Lectureship in the Humanities	<b>Purpose:</b> This lectureship is a collaboration of the San Angelo Health Foundation, San Angelo Community Medical Center, and ASU. People who have distinguished themselves nationally and internationally by contributing to the elevation of the human spirit and consciousness are invited to speak.
	<b>Evaluation:</b> The ASU Humanities Lectureship Committee meets with all the partners in this collaboration to evaluate the success of each year's lectureship. The committee notes attendance and comments from attendees to make adjustments in each subsequent year's program.
	<b>Resource/Service support:</b> The lectureship is funded by the San Angelo Health Foundation and San Angelo Community Medical Center. University facilities are used to host this lectureship.
<b>Program:</b> Roy E. Moon Distinguished Lectureship in Science	<b>Purpose:</b> This lectureship brings a scientist or scientists of national prominence to ASU each year for approximately two days of lectures, colloquia, visits to classes and informal discussions. The academic or professional specialties of the scientists are in one of the basic sciences emphasized in ASU's curriculum or in an appropriate medical field.
	<b>Evaluation:</b> The committee evaluates the effectiveness of each year's program and offerings using participant evaluation forms.

	<p><b>Resource/Service support:</b> West Texas Medical Associates underwrite the cost of the lectureship. ASU underwrites the cost of a barbeque dinner. ASU provides a committee to aid in the arrangements for this lectureship each year. University facilities are used to host the event.</p>
<p><b>Program:</b> Distinguished Visiting Professor</p>	<p><b>Purpose:</b> ASU and AEP/West Texas Utilities bring to campus one individual who has achieved distinction in his or her life, profession, or craft. This visiting professor in residence often teaches a special class and serves as a guest lecturer participant in regular University classes. Special lectures and event, open to the public, are also a part of the program.</p>
	<p><b>Evaluation:</b> All University classes are evaluated using the IDEA course evaluation form. These are reviewed by the appropriate department head and recommendations for any needed changes are made yearly.</p>
	<p><b>Resource/Service support</b> for this visiting professor comes from an AEP/West Texas Utilities donation. The University also provides office space and teaching support.</p>
<p><b>Program:</b> Young Entrepreneurship Training</p>	<p><b>Purpose:</b> The ASU Small Business Development Center partners with SAISD in providing young entrepreneurship training for junior high and high school students in San Angelo. This associated with the Texas Rural Entrepreneurship through Action Learning (REAL) program.</p>
	<p><b>Evaluation:</b> Students fill out evaluation forms which the Training Director reviews for needed changes from workshop to workshop.</p>
	<p><b>Resource/Service support:</b> Corporate sponsors support the students and the 1-day workshop is held at the ASU Lakehouse.</p>
<p><b>Program:</b> International Trade Office</p>	<p><b>Purpose:</b> The SBDC, AEP/West Texas Utilities, and the San Angelo Chamber of Commerce established an International trade Office (ITO) to promote commerce between nations. This program provides for graduate student exchanges between ASU and Monterrey Tech at Chihuahua City, Mexico.</p>
	<p><b>Evaluation</b> is part of the SBDC's IE report.</p>
	<p><b>Resource/Service support</b> for this office comes from a AEP/West Texas Utilities donation and state appropriations.</p>
<p><b>Program:</b> Christmas in April</p>	<p><b>Purpose:</b> Various ASU groups, including the Mother/Daughter Program, work in teams to enhance the living conditions of the disabled or low-income neighbors in our community.</p>
	<p><b>Evaluation:</b> The President's office compiles a report of ASU participants in the Christmas in April program</p>
	<p><b>Resource/Service support:</b> The President's office encourages ASU organizations and departments to consider this type of community service. There is no funding for this volunteer activity.</p>
<p><b>Program:</b> PT 3 Implementation Grant</p>	<p><b>Purpose:</b> This program is designed to infuse technology in undergraduate teacher preparation including arts, science, and education faculty members working in conjunction with public school teachers and administrators.</p>
	<p><b>Evaluation:</b> The Texas center for Education Technology at the University of North Texas is the grant evaluator.</p>

	<b>Resource/Service support</b> for this grant is provided by ASU, area public school districts, and the U. S. Department of Education.
<b>Program:</b> Texas Beginning Educator Support System-Phase 2	<b>Purpose:</b> The ASU School of Education, in collaboration with Education Service Center XV, provides familiarization training for mentor teachers and consultants for beginning teachers (first year contract teachers) pursuant to the Texas Beginning Educator Support System (TxBESS).
	<b>Evaluation:</b> This is Year 3 of a 3-year pilot project through the State Board of Education. Region 15 Education Service Center evaluates the program and sends a report to the School of Education for interpretation and decisions about any necessary modification(s) to the program. As this is its final year, it is unknown if this program will continue.
	<b>Resource/Service support:</b> This program is funded by a State Board for Educator Certification grant.
<b>Program:</b> Texas Rural Systemic Initiative (TRSI)	<b>Purpose:</b> TRSI aligns and converges the institutional mission and resources to impact mathematics and science education in 85 rural Texas Counties, reaching over 200 independent school districts and 200,000 students.
	<b>Evaluation:</b> The Dean of Sciences is the liaison for ASU with West Texas A & M University where the program is based.
	<b>Resource/Service support:</b> The University provides an office (shared with the Faculty Senate) for two regional science and math specialists who need to be on campus one day a week
<b>Program:</b> ASU/FAME	<b>Purpose:</b> FAME (Friends of Art and Music Education) consists of townspeople and members of the ASU community. It is a fund-raising organization with the intent to make scholarship money available for ASU students involved in the music program.
	<b>Evaluation:</b> FAME has an annual audit from an independent CPA firm. The FAME scholarship program uses juried auditions to select incoming freshmen for the scholarship and has GPA requirements and ongoing juried performance evaluations for students to remain in the program. The departmental faculty monitor student progress and make suggestions for changes to the FAME board.
	<b>Resource/Service support</b> for this program comes from private donations.
<b>Program:</b> ASU/International Exchange Programs	<b>Purpose:</b> These programs consist of various individual student exchange and study abroad agreements which are available to students. ASU International Exchange Programs are currently in place with the University of Hannover, Germany; Monterrey Tech, Chihuahua City, Mexico; University of Lueneburg, Germany; and Universite de Valenciennes, France. ASU also offers a summer study abroad program at Heriot-Watt University in Scotland. The student exchange agreements also bring international students to the ASU campus.
	<b>Evaluation</b> is provided through Institutional Effectiveness reports.

	<p><b>Resource/Service support:</b> comes from the International Education Fee of \$1 assessed of all students each long semester and summer term. This fee’s purpose is to assist students who participate in the international student exchange or study programs as authorized by V.T.C.A. Code Section 54.5132. (Bulletin, p. 56)</p>
<p><b>Program:</b> ASU Writers’ Conference</p>	<p><b>Purpose:</b> The ASU Writers’ Conference in Honor of Elmer Kelton is an annual event (initiated in February, 1997) that invites established writers, literary critics, and scholars to the ASU campus. The event also reaches out to the local community and to the region with invitations to attend and participate.</p>
	<p><b>Evaluation</b> The ASU Writers’ Conference is evaluated in several ways:</p> <ul style="list-style-type: none"> <li>• Papers submitted to the conference are refereed by the conference committee and the best submissions are accepted for presentation.</li> <li>• Beginning with the 2002 conference, evaluation procedures will include audience surveys to determine demographics, characteristics, involvement, and satisfaction of the audience served.</li> </ul>
	<p><b>Resource/Service support:</b> The conference receives \$5,000.00 from the University in support of the program. This is used for the mailing/promotional expenses and stipends for presenters. The University provides the facilities for the conference with faculty and student volunteers working to promote and produce the conference. A portion of the University support is used to publish the <i>Concho River Review</i>. The Conference also received a grant from the Austin Writers’ League.</p>

**An institution must not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience. In such cases, the institution must document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution’s own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level.**

The Division of Continuing Studies, the Educational Outreach programs, and partnerships do not offer “for academic credit” courses. All academic credit courses are offered through academic departments.

**All credit-bearing continuing education courses and activities must comply with the requirements of the *Criteria*.**

The Division of Continuing Studies, the Educational Outreach programs, and partnerships do not offer “for academic credit” courses. All academic credit courses are offered through academic departments.

**Findings**

Strengths

1. The Division of Continuing Studies has been able to have a 100% response rate to its evaluation forms
2. The University provides a wide range of continuing education, outreach, and service programs for participation by students, faculty, staff, and the community.

Weaknesses

The Committee did not find any weaknesses.

Recommendations and Suggestions

The Committee makes no recommendations or suggestions.

**Section 4.6: Continuing Education, Outreach and Service Programs Compliance Grid**

Must Statement	Compliance Status	Documentation
<b>4.6 Continuing Education, Outreach and Service Programs</b>		
<i>Continuing education and outreach and services programs must be clearly related to the purpose of the institution.</i>	In Compliance	<ul style="list-style-type: none"> <li>• <a href="#">ASU Mission Statement</a></li> <li>• <a href="#">Continuing Studies Division Mission Statement</a></li> </ul>
<i>All continuing education programs, credit and non-credit, must be evaluated regularly.</i>	In Compliance	<ul style="list-style-type: none"> <li>• Course/Instructor Evaluation Sheet filled out by 100% of students.</li> </ul>
<i>All continuing education and outreach and service programs offered for credit <b>must</b> comply with the requirements of the CRITERIA and with Section IV in particular.</i>	In Compliance	<ul style="list-style-type: none"> <li>• No “for credit” courses are offered via continuing education, outreach, and service programs at Angelo Stage University.</li> </ul>
<i>For outreach and service programs, an institution <b>must</b> provide the resources and services necessary to support the programs and <b>must</b> evaluate the programs regularly.</i>	In Compliance	<ul style="list-style-type: none"> <li>• Course/Instructor Evaluation Sheets</li> <li>• Institutional Effectiveness goals for the Division of Continuing Studies.</li> </ul>

Must Statement	Compliance Status	Documentation
<i>An institution planning to initiate, through continuing education or outreach programs, a degree program <b>must</b> inform the Executive Director of the Commission on Colleges in advance of program implementation.</i>	N.A.	
<i>An institution <b>must</b> not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.</i>	N.A.	
<i>In such cases, the institution <b>must</b> document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level.</i>	N.A.	
<i>All credit-bearing continuing education courses and activities <b>must</b> comply with the requirements of the Criteria.</i>	N.A.	

#### 4.7 Student Records

Policy governs the maintenance and retention of all records at Angelo State University. Under the governance of the Texas State Library and Archive Commission, the Vice President for University Relations and Development is responsible for the management of the recertified Records Retention Schedule, and each unit has a Records Retention Coordinator who reviews and maintains records. Under the University's Records Retention Plan, the Registrar and her office are responsible for maintaining student records for the University.

**The institution must have adequate student records for both credit and non-credit courses.**

**Official student academic records for credit and non-credit courses should be maintained and stored in one central office at the institution. Complete back-up files, such as facsimiles, microfilm, or electronic data banks, should be maintained continually, one set of which should be stored in a secure area outside the records office, preferably in a different building or at an off-site location.**

The University is in compliance.

The Registrar maintains adequate student records. Official student academic records for credit and non-credit (audit) courses are maintained in files of transcripts for each student in the Office of the Registrar in the Hardeman Building. SIS+ is the program used for files after 1986. Earlier records are kept as paper, microfilm and microfiche copies in a fire-safe vault.

The Continuing Education Office maintains adequate student records for Continuing Education units and stores its specified records.

Back-up computer files for official student academic records for credit and non-credit are maintained in the West Texas Disaster Recovery and Operations Center (WTDROC) located on the campus. The WTDROC is a state-owned facility, established by the 75th Legislature to provide computer operations services and disaster recovery services for tax supported organizations to reduce the costs of information technology to the State of Texas. The computer center is managed by Northrop Grumman Technical Services, Inc. under the oversight of the Texas Department of Information Resources. Offsite backups are maintained by Angelo Archives.

All paper transactions have two copies, microfilm and microfiche, which are stored in a fireproof vault in the Office of the Registrar. Computer files for the office of Continuing Education are maintained by the Information Technology Department and are backed up on a nightly basis. Offsite backups for these records are kept in a safe in a room in the Vincent Building.

**The institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. Since computer generated and stored records present unique security problems, the institution should have in place special security measures to protect and back up the data.**

The University is in compliance.

The University takes all steps necessary to ensure the security of its student records. For example, the physical records are stored in a fireproof locked vault behind two sets of locked doors. The University has special security measures to protect computer-generated and stored records. An employee must sign a compliance form before the Registrar will issue an ID and Password to the Student Records System. Only employees in certain departments are given access to update the different components of the Student Records System. Both the Registrar's and Continuing Education's computer systems have two levels of security. Information Technology controls one level, while the Registrar and the Director of Continuing Studies control the second. Section 5.3 of this report details security measures to insure the safety of data stored on and in University networks and databases.

**The institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.**

The University is in compliance.

What constitutes the permanent record of each student is addressed in the Records Retention Schedule managed by the Vice President for University Relations and Development. The retention and disposal of records is also addressed in the Records Retention Schedule. (See *Faculty Staff Handbook*, pp. V-14-16.)

**[The institution] must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.**

The University is in compliance.

ASU has established information-release policies, which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution. Information-release policies are published in the 2001-2003 Bulletin (pp. 122-123) and in the *Student Handbook 2000-2001* (pp. 12-15). The Office of the Registrar also publishes information regarding *Family Educational Rights and Privacy Act* on a University web page.

### Findings

The University meets the criteria for Student Records, and the Self-Study Steering Committee makes no recommendations or suggestions.

#### Section 4.7: Student Records Compliance Grid

Must Statement	Compliance Status	Documentation
<b>4.7 Student Records</b>		
<i>The institution <b>must</b> have adequate student records for both credit and non-credit courses.</i>	In Compliance	• <a href="#">Records Retention Schedule</a>
<i>The institution <b>must</b> take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet.</i>	In Compliance	• <a href="#">Records Retention Schedule</a>
<i>The institution <b>must</b> have policies concerning what constitutes the permanent record of each student, as</i>	In Compliance	• <a href="#">Records Retention Schedule</a>

Must Statement	Compliance Status	Documentation
<i>well as policies concerning retention and disposal of records.</i>		
<i>It <b>must</b> establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the institution.</i>	In Compliance	<ul style="list-style-type: none"> <li>• <a href="#">Records Retention Schedule</a></li> <li>• <a href="#">2001-2003 Bulletin</a></li> <li>• <a href="#">Student Handbook 2000-2001</a></li> <li>• <a href="#">ASU web page</a></li> </ul>