SACS COC

Southern Association of Colleges and Schools
Commission on Colleges

REPORT OF THE REAFFIRMATION COMMITTEE
(Off-Site Report)

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.*

Name of the Institution: **Angelo State University**
San Angelo, Texas

Date of the Review: **November 6-7, 2012**

COC Staff Member: **Dr. Mark. V. Smith**

Chair of the Committee: **Dr. Suzanne Ozment**
Provost and Vice President
for Academic Affairs
University of Montevallo
Montevallo, AL

Part I.   Overview and Introduction to the Institution

The report from the Off-Site Reaffirmation Committee represents the preliminary conclusions of the committee based on the application of *The Principles of Accreditation* to information provided by the institution in its completed Compliance Certification Report. The Report is forwarded to the institution and the On-Site Reaffirmation Committee. The institution will have an opportunity to respond to the Off-Site Reaffirmation Committee's findings in a Focused Report that also will be sent to the members of the On-Site Reaffirmation Committee.

The On-Site Reaffirmation Committee will conduct interviews, review on-site documents, revise/update the preliminary report as appropriate and approve a Final Report of the Reaffirmation Committee. The Report and the institution's response are forwarded to the Commission's Board of Trustees for final action on reaffirmation of accreditation.

Part II.   Assessment of Compliance

Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Reaffirmation Committee. An asterisk before the standard indicates that it will be reviewed by the On-Site Reaffirmation Committee even if the off-site review determines compliance.

A.   Assessment of Compliance with Section 1: The Principle of Integrity

1.1   The institution operates with integrity in all matters. **(Integrity)**
(Note: *This requirement is not addressed by the institution in its Compliance Certification.)*

Compliance

The Off-Site Reaffirmation Committee did not find any information that would raise a question of integrity.

B.   Assessment of Compliance with Section 2: Core Requirements

2.1   The institution has degree-granting authority from the appropriate government agency or agencies. (**Degree-granting Authority)**

Compliance

The institution documented its authority to grant baccalaureate, masters and doctoral degrees by providing appropriate references from the Texas Education Code, minutes of meetings of the Board of Regents of the Texas Tech University System (TTUS), and the inventory of programs authorized by the Texas Higher Education Coordinating Board (THECB).

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

Compliance

As a member institution of the Texas Tech University System (TTUS), Angelo State University is governed by the Texas Tech University System Board of Regents. The institution documented that the Board is comprised of nine members appointed by the Governor of Texas to staggered six-year terms and one student member appointed by the Governor for a one-year term. The statutory authority and responsibility of the Board was documented, as were the preclusion of conflict of interest and the requirement of the approval of a majority of the Board to do business.

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief Executive Officer)** (**Note**: *If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)*

Compliance

The chief executive officer of Angelo State University is the President who is directly responsible to the Chancellor of the TTUS. This was documented by appropriate references to the TTUS Board of Regents' rules and with the detailed job description of the responsibilities of the President of Angelo State University. The president of Angelo State University is not a member of the governing board.

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education.

The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Compliance

Angelo State University's mission statement is specific to the institution and includes the requisite components. Further, the institution documented the publication of the mission statement in both electronic and printed form. The statement has been approved by the TTUS Board of Regents and the Texas Higher Education Commission Board (THECB).

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Compliance

The institution clearly defined and provided convincing documentation of its institutional effectiveness processes which include strategic planning, organizational planning, and systematic and ongoing evaluation which are linked to resource distribution and budget allocation. In 2009 the institution implemented use by all units of software called Strategic Planning Online (SPOL) which collects data in planning, assessment and budgeting. The institution provided sufficient examples to demonstrate the use of the analysis of results to make improvements (e.g., Centennial Master Plan 2028, Campus Master Plan and Progress, Unit-Level Strategic Plans). In addition, the institution clearly defined and provided documentation of how the institution integrates accountability reports for the TTU System and THECB.

2.6 The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Compliance

The institution opened in 1928 as San Angelo College, a two-year institution, and was renamed Angelo State College in 1965 when it began offering baccalaureate degrees. In 1969, the institution became Angelo State University as part of the Texas Tech University System. The university has been in continuous operation since 1928. In Fall 2011, Angelo State enrolled over 6,200 undergraduate students and more than 800 graduate students.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Compliance

The institution offers one Associate degree which is 60 semester hours in length and is being phased out. The institution's bachelor's degrees range in program length from 120 semester hours to 125 hours. The institution's masters programs, equals or exceeds 30 semester hours. The University Catalog confirms the length of these programs.

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Compliance

ASU degree programs demonstrate course content, sequencing and linkages among program components appropriate to higher education. The design and development of the curriculum rests with faculty. Criteria for new baccalaureate and master's degree programs mandate that any new program must be consistent with the existing role and mission of the institution. For all degrees offered, detailed plans of study, program credit hour numbers, and relevant policies and procedures for applicants and students are published in the undergraduate and graduate catalogs. There is a well-defined process for review of curricular changes and new program approval, consistent with the institution's mission and policies.

*2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

Compliance

ASU's Core Curriculum of 44 semester credit hours constitutes between 34 and 37 percent of the total semester credit hours required for a bachelor's degree. Components of the core curriculum require courses in the following areas: communication, mathematics, natural sciences, humanities/fine arts, social/behavioral sciences and an institutionally designated area. A detailed list of common core requirements and the courses that meet the requirements is published in multiple places including the undergraduate catalog and is easily

accessible and understandable to current and incoming students. The University Core Curriculum is consistent with the articulated University Undergraduate Learning Goals. Program-specific requirements are published under specific programs in the undergraduate catalog.

2.7.4   The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (*See the Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Course work for Degrees)** (**Note**: *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.*)

Compliance

Angelo State University (ASU) provides instruction for all course work required for all degree programs at each level at which it awards degrees. Program requirements are published in the ASU Undergraduate Catalog 2011–2012 (pp. 334–363) and the ASU Graduate Catalog 2011–2012. ASU does not offer any academic programs or courses through consortial relationships or contractual agreements. Control and quality assurance is maintained through policies and procedures governing the acceptance of academic credit from other institutions.

*2.8   The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

Compliance

The institutions employs 272 full-time faculty, defined as faculty who are expected to teach 12 or more credit hours per semester. This represents 80% of all faculty members. Approximately half of ASU's undergraduate degree programs and all of its stand-alone minors were taught solely by full-time faculty. The minimum percentages of credit hours taught by full-time faculty were in the BBA in Management program in both the Fall 2011 (73%) and Spring 2012 (69%) semesters and in the Bachelor of Social Work program in the Fall 2011 (60%) semester. In all graduate programs, the percentage of course credit hours taught by full-time faculty was greater than 50%, with one exception which was adequately explained.

ASU offers multiple programs across its colleges in a predominantly on-line format. There are no discernible differences in the percentages of coursework taught by full-time faculty in these programs when compared to on-campus program offerings.

2.9   The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Compliance

The Porter Henderson Library provides collections, resources and services that support the University's academic programs, both online and on campus. Angelo State does not offer instruction at off-site locations. Recent surveys of faculty (2012) and students (2011) indicate overall satisfaction with library resources and services.

Full library services are available 109 hours per week, and the Learning Commons is open an additional 28 hours per week. Reference services are extended to 24/7 through AskAcademic, an online reference consortium. A web portal designed specifically for online students provides easy access to resources and services. Users may access library collections at other institutions through interlibrary loan and TexShare, a statewide cooperative program.

Collections and spending per FTE student compare favorably to peer institutions. Access to online materials, including over 31,000 e-books and over 45,000 e-journals, has been enhanced by the implementation of EBSCO Discovery Service in Spring 2012. Databases and e-journal packages through TexShare and the Greater Western Library Alliance consortia add to electronic resources.

The library's collection development policy provides selection and weeding guidelines for all formats and collection categories as well as a materials budget allocation formula that ensures that each educational program is supported appropriately. The Library's Collection Development Team works with each academic department to select and maintain materials for collections. Librarians also serve on college curriculum committees. Funds for library materials come from a variety of sources including state allocations, a library fee, and an Excellence Fund.

The University Library Committee, Student Senate, Faculty Senate, and other groups on campus collaborate to ensure that the library is responsive to needed changes. An example of this collaboration is the library fee that was proposed by the Student Senate and approved in a referendum of the student body in Spring 2001. The semester credit hour fee rose significantly from $3 per semester credit hour to $8 in the last four years. The revenues generated by the increase in fees enabled the remodeling and enhanced learning spaces in the Library that were completed in 2011.

*__*2.10__   The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

Compliance

Student support programs, services and activities are described and documented in detail to demonstrate consistency with the mission of the institution and the relationship to the Master Goals in the ASU Strategic Plan. The Vice President for Student Affairs and Enrollment Management provides direction and oversight for these services. Evidence is provided for a comprehensive offering of student support services such as Student Involvement, Disability Services, Career Development, Housing and Residential Programs, University Recreation, University Health Clinic and Center for Counseling Services. Program examples as well as figures on student participation are included in the documentation.

The institution has been designated as a Hispanic Serving Institution (HIS) and has implemented grant-funded projects to improve services to students. The Student Support Center, a student-centered resource area, has been established to assist students in their transition to the campus and to college level learning. Other services include a Multicultural Center, a mentoring program for first-generation college students and targeted support for international students and student athletes. These are documented in more detail in the narrative for Comprehensive Standard 3.4.9.

Many student services are available through the ASU website and the campus technology portal. These can be accessed from any location at any time for students talking on-ground classes or enrolled in distance education courses.

A wide variety of academic support services are coordinated by the Provost and Vice President for Academic Affairs under the umbrella of the Center for Academic Excellence. The programs include First-Year Experience, Honors Program, Office of Pre-declared Advising, Supplemental Instruction and the Tutoring Center. Further detail about these services is provided in the narrative for CR 2.9 Learning Resources and Services.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

Non-Compliance

Since the FY 12 Audited Financial Statement and management letter are yet to be completed and are required, the university is non-compliant at this time. There is only one year's budget (FY12) presented in the documentation; there are no audited financial statements or management letters for FY10 and FY11.

The Board of Regents' authorization resolution should reflect the current year authorization; however, only the FY12 budget approval dated August 5, 2011 is presented. Positive enrollment growth trends are evident through the TTUS Fitch Ratings Report.

The Financial Statements for FY 2009, 2010 and 2011 presented in Section 3.10.1 reflect financial stability with diverse and growing revenue sources. Growth of the operating and non-operating revenues along with controlled expenses indicates proper management, confirmed by a healthy Current Ratio in FY 2011.

The Compliance Report contains evidence of budget planning and structured approval processes up through the Board of Regents.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Non-Compliance

The university has a structured facilities master plan to address the fiscal resources needed for teaching and research. The master plan, updated in 2011, addresses classroom and laboratory square foot requirements in anticipation of enrollment growth. However, no information was made available to indicate the quality and condition of the space. Also, no pattern of evidence was presented that a preventative maintenance plan has been operationalized.

Clear policies exist for inventory, facilities management services, key controls, vehicle use and procurement services; however, no evidence is presented to demonstrate application of policy. As part of the Texas Tech University System, the institution is governed by the TTUS system for facilities planning; capital expansion, repair and renovation; and resource management programs.

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. **(Quality Enhancement Plan)(Note:** *This requirement is not addressed by the institution in its Compliance Certification. Refer to the "Directions for Completing the Report of the Reaffirmation Committee.")*

Comment:

C. Assessment of Compliance with Section 3: Comprehensive Standards

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**.

Compliance

Angelo State University's mission statement is complete and comprehensive, and the Compliance Report documents currency by showing how the mission is aligned with the seven master goals of the strategic plan. Further, the institution documented the publication of the mission statement in both electronic and printed form. The mission statement was last reviewed and approved by the TTUS Board of Regents and the THECB in 2009.

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Compliance

Ample documentation in the form of TTUS Regents Rules was provided to establish that the TTUS Board of Regents has the authority to appoint the President of Angelo State University with the recommendation of the Chancellor who is the CEO of the TTUS. The Regents Rules also establish an annual evaluation report on each president in the system to the Board by the Chancellor. These reports are reviewed in executive session. A memorandum from the Chair of the TTUS Board of Regents documented that the ASU President's last evaluation was reviewed on December 15, 2011.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission

Compliance

The Board of Regents of the TTUS clearly has the documented governance authority to approve the Angelo State University mission and has exercised that authority most recently on March 6, 2009.

3.2.2.2 the fiscal stability of the institution

Compliance

The Compliance Report adequately documented the authority and control of the TTUS Board in discharging its fiduciary responsibilities for Angelo State University. Appropriate sections of the Regents Rules in the areas of budget approval and oversight, debt management, and auditing requirements were provided. Documentation for the board's actions for this standard was found in CS 3.2.6.

3.2.2.3 institutional policy

Compliance

The TTUS Board of Regents is vested with responsibility for the "government, control, and direction of the policies" of all component institutions of the Texas Tech University System, of which ASU is a member. Appropriate investiture is found in the Texas Education Code (TEC) §109.21 and *Section 01.02.1* of the Regents' Rules*.*

3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

Non-Compliance

There are two levels of policy prohibiting conflict of interest by members of the TTUS Board of Regents. These include "The Rules and Regulations of the Texas Tech University System, Board of Regents" and the Texas Government Code which is applicable to all agents of the state. These policies are internally consistent. The Compliance Report did not include evidence (e.g., minutes or signed conflict policy statements) of the implementation of the policy.

3.2.4 The governing board is free from undue influence from political, religious or other external bodies and protects the institution from such influence. **(External influence)**

Compliance

The Compliance Report provided a detailed description of the structural features designed to protect Angelo State University from undue external influence. This included references to the composition of the TTUS Board of Regents and the staggered terms of members, compliance with Texas open meetings and open records laws, and statutory and policy provisions addressing ethics and conflict of interest. In addition, the report cited TEC §51.352 which requires all Board members "to preserve institutional independence and to defend (the institution's) right to manage its own affairs through its chosen administrators and employees."

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Non-Compliance

The Compliance Report cited Texas Government Code §572.051 and §572.058 which, respectively, prohibit conflicts of interest and spell out the procedure by which a state officer (including TTUS Regents) might be removed from office for violating the conflict of interest prohibition. Code §572.051 further requires all state agencies to adopt code of ethics policies implementing the provisions of the law.

In its response to CS 3.2.3, Board Conflict of Interest, Angelo State University documented fulfillment of this legal requirement by providing pertinent TTUS Regents Rules from Sections 1 and 3. However, the documentation provided does not indicate the possibility of removal of office for any cause other than violating conflict of interest and does not present process procedures for removal for cause of any member of the Board.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Non-Compliance

The Compliance Report adequately documents that there is an appropriate distinction between the governance and policy functions of the TTUS Board of Regents, the TTUS Chancellor, and the President and administration of Angelo State University. This is well-embedded in statute, in the Rules of the TTUS Board of Regents, and in the ASU OP 01.03, Organization of Angelo State University.

However, the institution did not document that the distinction is observed in practice.

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

Compliance

The Compliance Report documented compliance with this standard by providing the statutory and regulatory authorization for the institution, with a detailed organization chart, and by providing a copy of ASU OP 01.03, Organization of Angelo State University, which presents the general responsibilities for each of the institution's major administrative and academic officers.

* 3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

Compliance

The academic and experiential backgrounds of the administrative and academic officers of Angelo State University are detailed in the narrative and attachments included with the Compliance Report. A review of this documentation indicates that the incumbent individuals have appropriate academic qualifications and substantive relevant experience for the positions they hold.

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Compliance

The institution follows state guidelines regarding appointment of personnel. Sufficient documentation is presented to demonstrate that policies guiding appointment and evaluation exist. The institution provides redacted evaluative materials for staff at several levels in the institution (e.g. Director Coordinator, Manager).

3.2.10 The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

Compliance

The University has a well-defined evaluation process for administrative staff. Policy and Procedures for performance evaluations are complete. Redacted examples for a Vice President and Associate Vice President are presented as evidence of the completed process. The evaluation process includes surveying the faculty and staff for Dean and Department Head/Chair evaluations.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Compliance

The Angelo State University organization chart reflects that the Director of Athletics reports directly to the President. In addition, ASU OP 20.02 clearly provides that the "President of the University shall provide direction to the athletic department to ensure compliance with all applicable rules, regulations, bylaws and laws governing intercollegiate athletics." This is reaffirmed in the Angelo State Athletic Department Policies and Procedures Manual which also establishes the President's oversight role with the Athletics Council. The President's ultimate responsibility for athletic finances, including private support, is also documented.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**.

Compliance

Presidents of Texas Tech System member institutions are specifically charged with the responsibility for fund-raising by the TTUS Board of Regents Rules (02.04.2). The Compliance Report further documented compliance with this standard by providing references to Angelo State University policies and procedures applicable to fund-raising. Minutes of the ASU foundation meetings provided evidence of control by the institution's CEO.

3.2.13 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any

liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

Compliance

Signed Memorandum of Understandings provide authority and control for six separate entities formed in support of the university. Clearly defined expectations are apparent in the policy documents establishing the role of each organization and its relationship to the university.

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Compliance

Angelo State adopted an Intellectual Property Rights Policy in June 2011 to further expand on the Regents Rules policy that applies to all faculty, students and staff at all institutions of the Texas Tech University System, of which ASU is a member. These two policies address ownership of materials, compensation, copyright issues and use of revenue derived from creation and production of all intellectual property. ASU faculty, staff and students are informed of these policies on the Intellectual Property and Technology Transfer web page. Disputes are resolved by the TTU System Office of Research, Commercialization, and Federal Relations.

* 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness)**:

3.3.1.1 educational programs, to include student learning outcomes

Non-Compliance

The institution has identified learning outcomes for all baccalaureate, master's, and doctoral level programs. The institution provided one-to-two-year period assessment cycles for review.

The institution gathers information from education programs through its Strategic Planning Online (SPOL) software. The extent to which individual programmatic student learning outcomes were achieved and the connection between analysis of assessment results and improvements made was clearly demonstrated. The SPOL Planning Objective Reports for AY 2011 and AY 2012 offered documentation of engagement in systematic and ongoing annual assessment.

The institution also reports having comparative assessment results by course delivery method (online and traditional) in the SPOL; however, no documentation of assessments for online programs was provided.

3.3.1.2 administrative support services

Compliance

The institution has identified outcomes/objectives for individual administrative support services, demonstrated the extent to which these outcomes were achieved, and presented analysis of assessment results and improvements made. The AY 2011 and AY 2012 administrative support services SPOL reports (i.e., Planning Objective Reports) were made available for review along with other pertinent documents (e.g., Centennial Master Plan).

3.3.1.3 academic and student support services

Compliance

Academic and student support services are housed in the divisions of Academic Affairs and Student Affairs/Enrollment Management. The institution has identified outcomes/objectives for each academic and student support services unit that are aligned to institutional goals and to institutional planning priorities (Vision 2020). SPOL reports from AY 2011 and AY 2012 demonstrated the extent to which operational effectiveness outcomes and student learning outcomes were achieved and showed the connection between analysis of assessment results and improvements made.

3.3.1.4 research within its mission, if appropriate

Compliance

The institution addresses research under Master Goal 4, Objective 4 of its Strategic Plan. The institution has identified operational effectiveness objectives for graduate and undergraduate-level research, demonstrated the extent to which the objectives were achieved, and shown the connection between analysis of assessment results and improvements made.

Sufficient documentation of the Office of Sponsored Projects engaging in a systematic and ongoing annual assessment process is evident in the SPOL Planning Objective Reports for AY 2011 and AY 2012 as well as in Vision 2020.

3.3.1.5 community/public service within its mission, if appropriate

Compliance

Five departments (the Center for International Studies; Extended Studies; the Small Business Development Center; the Center for Community Wellness, Engagement, and Development; and the San Jacinto Clinic) are particularly involved in fulfilling the university's public service goals as defined in Vision 2020. The institution has identified operational effectiveness objectives for community/public service, demonstrated the extent to which the objectives were achieved, and shown the connection between analysis of assessment results and improvements effected. The SPOL Planning Objective Reports for AY 2011 and AY2012 were provided.

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan) (Note:** *This requirement is not addressed by the institution in its Compliance Certification.)*

Not applicable

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Compliance

The institution follows a clear process of curricular control with specific policies for approval of bachelor's, master's, and doctoral programs. Internal policies and procedures are consistent with Texas Administrative Code requirements. Evidence from approval of the BBS in Homeland Security is presented to demonstrate that the articulated policies are followed.

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

Compliance

Each of the units comprising Angelo State's continuing education, outreach, and service programs, including the Centers/ Offices for International Studies, Community Wellness, Engagement and Development, Small Business Development and Extended Studies, engages in a systematic annual assessment process that ensures ongoing alignment with the institutional mission.

*3.4.3 The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**

Compliance

Undergraduate admissions policies, including criteria for automatic admission, are approved by the Board of Regents of the Texas Tech University System and reflect requirements of the Texas Higher Education Coordinating Board. The standards are clearly defined in the undergraduate catalog and recruitment materials as well as on institutional websites. Admission categories include GED, dual credit/concurrent enrollment, transfer, former ASU students, transient, non-degree seeking and international. An "academic fresh start" option is provided for applicants with academic work at least ten years old.

The Admissions Committee reviews the policies every two years and makes recommendations for changes. The Admissions Committee also reviews applicants not eligible under regular admission requirements. Program-specific undergraduate admission requirements are outlined for majors such as Nursing and Educator Preparation. The same admission standards are used for distance education students as for students in programs delivered on campus.

General as well as specific program requirements including prerequisites, GPA and testing criteria for graduate admissions are documented in the graduate catalog and on program websites. Admission policies are developed by program faculty and the Graduate Council and then approved by the Board of Regents. Admission is granted by the Dean of The College of Graduate Studies upon the recommendation of the department of proposed study. A College of Graduate Studies brochure provides an overview of the programs and the degree options available.

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "Collaborative Academic Arrangements.")* **(Acceptance of academic credit)** (**Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."*

Compliance

ASU has numerous policies in place that specify processes and procedures for evaluating, awarding, and accepting credit. Policies are published in multiple places such as catalogs and the university website for easy access. Although the Office of Admissions evaluates credits, only the academic dean of the college offering a program may make the decision about which courses are applied to specific programs.

The institution specifies the number of undergraduate and graduate semester credit hours that may be transferred. Policies governing credit by examination such as Advanced Placement, International Baccalaureate, and College Level Examination Program (CLEP) are detailed. Policies for the transfer of credit for international students are provided. No credit is given for experiential or non-academic work. ASU's policies are consistent with state requirements pertaining

to the Texas Common Course Numbering System and limitations for awarding credit.

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

Compliance

Academic policies are consistent with principles of sound educational practice and are published and accessible in numerous locations including undergraduate and graduate catalogs and faculty and student manuals.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Compliance

ASU has a sound practice for determining the credit awarded in undergraduate and graduate courses. The institution's policy follows the US Department of Education and the Texas Higher Education Coordinating Board definition of a credit hour. The Texas Common Course Numbering System is utilized to aid students in transfer of general academic credits. Coursework offered in an alternative format such as courses delivered on-line follow a review process consistent with Texas Administrative Code, Rule 4.6 to ensure that courses are "reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have equivalent learning outcomes to an equivalent, traditionally delivered course."

All new programs and courses and proposed revisions to exiting programs and courses are reviewed and approved by faculty committees and appropriate administrators. All courses and programs offered via distance learning follow the same formal curricular approval process as for on-campus offerings. Minutes of the University Curriculum Committee meeting of 10/14/2011 provide evidence of the review process.

Policies for evaluating, awarding, and accepting credit for transfer and experiential learning as well as policies for awarding credit by examination were presented in CS 3.4.4 of the Compliance Report. ASU's policies for awarding credits are published in numerous places such as the Undergraduate and Graduate Catalogs and in the Operating Policy and Procedure Manual.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution**.** *(See the Commission policy "Collaborative Academic Arrangements.")* **(Consortia relationships/contractual agreements)**

Compliance

The institution reports having no consortia relationships or contractual agreements.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Compliance

Angelo State University's Undergraduate and Graduate Catalogs both state that the institution does not allow credit earned by experience.

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Compliance

The institution provides a comprehensive offering of academic support services for students as well as faculty in a learning-centered environment consistent with its mission and goals. The Center for Academic Excellence coordinates academic support services. The Dean of the recently created Freshman College has responsibility for overseeing these services. The SOAR (Student Orientation, Advising and Registration) program is designed to assist students in the transition to college.

The First-Year Experience (FYE) program includes a resource guide in printed and online versions. A Critical Thinking course, USTD 1201 is also offered. All first-year students on academic probation after the first semester are required to take USTD 1101: Learning Strategies. The Tutor Educate Advise Mentor (TEAM) Office reaches out to students exhibiting at-risk behavior such as frequent absences or incomplete assignments. This alert system facilitates referrals to campus resources.

The institution has a structured, mandatory and proactive advising system in place, using advising centers in each academic college and an Office of Pre-Declared Advising for students who have not selected a major. A requirement that students must declare a major before earning 30 semester hours has been implemented.

Other support services include supplemental instruction, mentoring, and ASU SMART (Students Mapping a Right Track), the umbrella program that coordinates tutoring resources including the Accounting Lab, Math Lab, Modern Language Tutoring and the Writing Center. SMART also provides academic and study skills workshops and online tutoring free to students. All SMART student participation is tracked to document usage and make improvements. Academic support services in general are evaluated using a variety of assessment tools.

Targeted support services are provided for specific student populations such as students with disabilities, first-generation students, international students, and athletes.

Student development and co-curricular programs include Counseling, Career Development, Student Involvement, Housing and Residential Programs and University Recreation. ASU's designation as a Hispanic Serving Institution has provided grant funding to improve the campus academic support structure. Workshops and professional development are available for faculty and staff in areas such as teaching, technology, cultural awareness, inclusion and diversity. The Center for Innovation in Teaching and Research provides faculty-focused programs on instructional strategies to improve teaching and student learning.

Many student services are available through the ASU website and the campus technology portal. These can be accessed from any location at any time for students taking on-ground classes or enrolled in distance education courses. The Library offers a 24 hour reference service – AskAcademic. An online Curriculum Advising and Program Planning (CAPP) tool provides a degree evaluation and charts progress toward completion.

Academic support services are publicized on the website and in the catalogs, with reference to university policy as appropriate. The Student Opinion Survey, NSSE and focused faculty surveys indicate that student needs are being met.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

Compliance

The faculty maintains responsibility for curriculum content, quality and effectiveness through required and active engagement in the curriculum approval process and the institutional effectiveness process. Further, faculty are expected to engage in ongoing study of the subject matter of their disciplines, present the most current and useful knowledge, and ensure that the material being taught is consistent with the course of study outlined by the department or college.

Assessment of the effectiveness of the curriculum involves faculty at all levels, first through assessment of student learning outcomes at the course level. Student learning outcomes are tied to program learning goals and university learning goals and are reviewed by the faculty-led Academic Assessment Committee.

*3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

Non-Compliance

The institution is in the process of transitioning from a permanent department chairperson position system to a three-year rotating position system for all department chairs. Responsibility for program coordination presently rests with department chairpersons or other faculty identified as program coordinators.

A review of the listed responsible parties showed appropriate assignment of coordination duties in most areas except for Art, Management Information Systems and Sociology/ Social Work, for which no coordinator is identified with academic credentials in the respective disciplines.

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

Compliance

ASU's Information Technology Strategic Plan includes an objective to "partner with academic and service departments to provide instructional technology services that enhance the teaching and learning environment." The RamPort portal, the Blackboard Academic Suite, and "smart" or computer-based classrooms provide a platform for enhancing student learning.

Academic programs in all five colleges use a variety of discipline-specific technologies to enhance student learning including the Management, Instruction and Research Center, a searchable database of natural history specimens; a television studio; a Usability Testing Lab; the ASU Planetarium; business research databases; an interactive visualization environment for security studies; the Innovative Teaching Center for teacher candidates; and the High-Fidelity Simulation Laboratory for nursing students.

Students have access to RamPort, Blackboard, the campus wireless network, and online library resources 24/7. The Math/ Computer Science computer lab and Library Learning Commons provide access to computers, laptops, printing and scanning services, and technical assistance. Additional assistance is available from the Technology Service Desk during office hours or through a 24-hour "Help" hotline.

The e-Learning Center provides on-campus training courses and online tutorials to students and faculty, with special services targeted to distance education students. The Porter Henderson Library offers workshops and online tutorials, and the Center for Innovation in Teaching and Research offers a wide array of technology training opportunities for faculty.

ASU ensures that technology needs are met appropriately through an annual technology services survey, course-level evaluations and assessment of student learning, and departmental assessments.

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Compliance

The institution's University Core Curriculum conforms to requirement of the Texas Higher Education Coordinating Board (THECB). The University Core Curriculum Committee (UCCC) is responsible for defining the University Core Curriculum requirements in accordance with THECB guidelines and ensuring that they are aligned with the institution's undergraduate learning goals, mission, and values.

The institution has identified college-level education competencies and provided sufficient documentation to demonstrate the extent to which students have attained these competencies. Sufficient examples of documentation were made available: Communication Assessment Report, MAPP Results, Curriculum Assessments and Results, Core Assessment Results, and Improvement Plans (Fall 2011 and Spring 2012), National Survey of Student Engagement (NSSE) results, and the IDEA Summary Report for Core Curriculum Natural Sciences, Fall 2011.

3.5.2   At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**.

Non-Compliance

The narrative in support of compliance reasons that a bachelor's degree includes completion of a minimum of 120 semester credit hours and a minimum of 30 semester credit hours in residence, thereby meeting the standard that at least 25 percent of semester credit hours required for the bachelor's degree will be earned through instruction offered by ASU. However, some ASU degrees such as the BA with a concentration in Communication with teacher certification and the BS in Interdisciplinary Studies require more than 120 hours, 123 and 128 respectively. For such degrees, students must complete more than 30 hours in residence in order to meet the 25% requirement.

While a sample degree audit is provided for a program that requires 120 hours, none is provided for a degree that requires more than 120 hours. There is also no documentation of a process to ensure that the coursework taken by each graduate meets the 25% requirement.

3.5.3   The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Undergraduate program requirements)**

Compliance

ASU has published institutional requirements for all undergraduate programs that conform to the Texas Classification of Instructional Programs taxonomy and to Texas Higher Education Coordinating Board (THECB) criteria and regulations.

The institution's role, mission, and all degree programs are reviewed every four years by the THECB and the Board of Regents. Programs offered via distance education are approved and reviewed through the same process as on-campus programs.

The general education core at ASU conforms to Texas Higher Education Coordinating Board regulations which require every public institution of higher education in Texas to establish a core curriculum of at least 42 semester credit hours. Information about each undergraduate program is published in the ASU Undergraduate Catalog and is also available on the university website.

3.5.4 At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Compliance

In all of the baccalaureate degrees offered by ASU, at least 25% of the course hours are taught by faculty with terminal degrees. In more than 50% of the programs, a large majority of the course hours are taught by faculty with terminal degrees. One program of note is the Nursing program which has only a 26% coverage of faculty with the terminal degree.

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Compliance

The institution's graduate programs are progressively more advanced in academic content and expectations than its undergraduate programs. As an example, the curriculum map for the Agriculture Department provides evidence of content becoming progressively more difficult and performance expectations becoming greater as programs move from undergraduate to graduate. Review of other programs found in the Academic Catalog confirmed that such a progression is evident elsewhere in the curriculum.

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Compliance

At the institutional level, the College of Graduate Studies has established and published a set of student learning goals that are appropriate for graduate-level education and common to all programs. Further, at the program level, discipline-specific learning goals are linked to these overarching learning goals. Graduate

curricula are designed to provide a foundation of theoretical knowledge and applied discipline-specific professional and clinical learning experiences.

The doctoral program at ASU includes sequenced professional courses that establish a knowledge base in foundational, behavioral, and clinical sciences; student engagement in research and appropriate professional practice; seminars; clinical experiences and hands-on practicum experiences.

A review of curricula at the master's level found that it includes courses that explore the literature (both theoretical and applied) and ensure student engagement in research and professional practice.

3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**

Compliance

No transfer credit is allowed in the lock-step, sequential curriculum for the doctoral program, thereby assuring that the entire program is completed at ASU.

ASU allows the transfer of a maximum of six semester credit hours in a 30 credit hour master's program and a maximum of nine semester credit hours in a program of more than 30 hours, meeting the minimum one-third in-house requirement. Sample transcripts provide evidence that ASU offers sufficient coursework to meet and exceed required residential graduate hours.

Both on-line and on-campus programs follow the same policies regarding the transfer of credits.

3.6.4 The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Compliance

The institution defines and publishes requirements for graduate and post-baccalaureate programs in the Graduate Catalog and in the brochure for the College of Graduate Studies. Further, program-specific websites contain easily accessible information for current and prospective students. Graduate programs conform to requirements set by the Texas Higher Education Coordinating Board.

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in

teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

Non-Compliance

Based on the summary of faculty qualifications provided in the Faculty Roster, the Off-Site Review Committee identified faculty members whose credentials do not seem to qualify them for the courses they are assigned to teach: College of Business, six faculty members; College of Education, three faculty members; one faculty member in Health and Human Services, and three faculty members in Arts and Sciences. The On- Site Committee should compare faculty credentials to course content and should verify credentials for a sample of faculty in each discipline.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Compliance

All faculty members undergo a standardized annual evaluation, regardless of tenure or non-tenure eligibility (full-time or part-time) status, consistent with published policies. A recommendation from the Department Peer Review Committee is made to the department head that completes an evaluation that includes results of student evaluations of teaching. A portfolio with the department head's recommendation is sent to the Provost for further review and ultimate decision making. Post-tenure review is carried out in accordance with *The Rules and Regulations of the Board of Regents of the Texas Tech University System* Section 04.03, *Regents' Rules*. Sample evaluations provide evidence of implementation of the processes.

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Compliance

There are multiple faculty development opportunities at ASU. The Center for Innovation in Teaching and Research provides academic support for teaching, research, mentoring, and service. Additional support is provided for faculty utilizing a distance education mode of instruction. Further, the Summer Institute on Teaching and Learning provides faculty with an additional focused opportunity for professional development. Ongoing opportunities also exist through offerings by Human Resources Training and Development, the e-Learning Center, and the Hispanic Serving Institution Project Office. Faculty research is supported through the Office of Sponsored Programs. Data was provided on faculty participation in development opportunities.

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Compliance

Angelo State University has a policy on academic freedom published in its *Operating Policy and Procedure Manual* that is consistent with *Regents Rules*. The institution has a publicized policy for updating existing operating policies and publishing new policy drafts on its web site. Faculty members' academic freedom is protected under *ASU OP 06.23, Tenure and Promotion Standards and Procedures* for issues related to tenure and promotion. *ASU OP 06.11, Faculty Grievance Procedures* protects faculty rights to academic freedom when the issue does not involve tenure and promotion. No faculty member has filed a grievance for a violation of academic freedom since the last SACSCOC reaffirmation in 2002.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Non-Compliance

The institution publishes several documents which demonstrate the expected responsibility and authority of faculty in academic and governance matters. The Faculty Manual explains the areas of faculty governance as do the Graduate and Undergraduate Catalogs. However, no examples of faculty participation in governance matters were presented.

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

Compliance

The Porter Henderson Library is an 80,000 square feet facility with 476 seats and a variety of resources and services, including group study rooms, individual study carrels, microform equipment, wireless access to the campus network, and traditional library services as described in more detail in Core Requirement 2.9. The recently remodeled Learning Commons provides 44 networked computer, 52 laptops available for checkout, printing and scanning equipment, photocopiers, and a Technical Assistance Desk staffed by Information Technology personnel. Responses from a 2011 student satisfaction survey indicate that the Learning Commons meets and exceeds student expectations and needs.

In CR 2.9, data is presented to demonstrate that the library supports the social work, business, nursing, athletic, training, and physical therapy programs as evidenced by outside accreditation agency findings that Library resources met or exceeded required standards. Further, the library has been able to demonstrate the adequacy of its resources to the Texas Higher Education Coordinating Board to support several new program offerings since 2006. The Library has representation on college-level curriculum committees as well as the University

Curriculum Committee, the Academic Affairs Council, and the Distance Education Council.

Student satisfaction responses from a 2011 survey indicate that students found the library facilities and service meet their needs. A similar survey in 2012 found that faculty were satisfied with the services of the library. Assessment of Library resources and services is embedded in Master Goal #2: *"The University provides and maintains facilities appropriate for the University's academic and co-curricular programs"*, Objective #2: *"Library resources and services reflect the needs of the University community."*

Specific information relative to learning resources located outside the library was not included in the narrative but can be found in the reports on other standards. The Academic Resource Center on the third floor of the library brings together the Writing Center, Math Lab, Supplemental Instruction, and the Tutoring Center (see CS 3.4.9). As noted in CS 3.4.12, many departments have discipline-specific technology resources that support the teaching, research and service mission. Examples include the Management, Instruction and Research Center; ceramic studio and photography lab; television and radio stations; a Usability Testing Lab; the Entertainment Computing Laboratory; the SciDome digital projection system; and the High Fidelity Simulation Laboratory for the nursing program. Over 600 computers are located in labs and classrooms around campus including the Math/ Computer Science computer lab and 23 computer-based classrooms that allow access to discipline-specific software and various online resources.

Distance education students have access to library resources and services through the Library Resources for Distance Education Students webpage and to other learning resources through the RamPort campus portal.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

Compliance

ASU offers regular and timely instruction in library use at several levels and in a variety of formats. The Information Literacy Corner, opened in 2011, is a flexible setting for hands-on instruction. Librarians provide face-to-face course-related and general instruction sessions for undergraduate classes as well as graduate classes. The Brief In-class Demonstration (BID) service allows faculty to ask a librarian to demonstrate a few relevant information resources in a brief period of time. In recent years, the library added information literacy to its mission statement and began using a library skills class assessment instrument. Faculty are informed of instruction opportunities for their students through a variety of means.

All students and library users, including distance learners, have access 24/7 to three self-paced online tutorials, other online library guides, and the LibGuides service which includes embedded instructional videos. Librarians provide a face-

to-face introduction to library resources for online students in academic programs that require students to come to campus once per semester.

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources— to accomplish the mission of the institution. **(Qualified staff)**

Compliance

The Porter Henderson Library employs eight librarians and two professional staff, all of whom possess the graduate degrees required for their positions. Educational qualifications and professional work history are provided using the SACSCOC template. The professional library staff participates in university committee work and are active in professional associations, holding office and making presentations at conferences. The library provides approximately $6,000 per year to support professional development activities. Recent student (2011) and faculty (2012) surveys indicate satisfaction with the effectiveness of library services.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Compliance

The institution informs students of their rights and responsibilities as well as of applicable policies and procedures through the Student Handbook, ASU Operating Policies and Procedures, Residence Hall Handbook and the undergraduate and graduate catalogs. These rights and responsibilities are contained within the Academic Honor Code, Code of Student Conduct and Procedures Regarding Sexual or Racial Harassment. A general grievance and appeals procedure is available to students for complaints not covered by other published policies or regulations. The grievance procedure has clearly defined steps for students to follow and allows a tiered process for appeals.

3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records).**

Compliance

The institution has adequate policies and procedures to protect the security and confidentiality of student records. Students are informed of their rights under the Family Educational Rights and Privacy Act (FERPA) during orientation, in the Student Handbook and on the ASU website. The information provided outlines procedures for students to request access, indicates locations for various records, and specifically identifies Records Custodians. A Student Waiver to Release Education Information is easily accessible on the institution website.

Faculty and staff are granted access to student records only as needed to perform their specific job requirements. A Banner Request for Access Form

includes information on FERPA and compliance expectations. All requests are evaluated, and access is granted based on employee roles. New employees are provided a FERPA Compliance Statement and are required to sign an Employee Acknowledgement and Certification Form that indicates they understand FERPA policy. A frequently asked questions page for faculty and staff is also available.

Student records are maintained in accordance with established institution policy and a records retention schedule approved by the appropriate state officials from the Records Management Division of the Texas State Library. Official academic records are securely stored. All electronic files, including imaged backup files, are maintained on electronically and physically secured databases and servers. A backup schedule has been established, and backups are sent off-site on a regular basis.

3.9.3 The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

Non-Compliance

The majority of student services are provided by the Division of Student Affairs and Enrollment Management (SAEM). Each department area is described in the Compliance Report (CR 2.10). A Vice President and an Associate Vice President manage the division. The administrative organization chart indicates that the Vice President reports to the President of the institution and is part of the senior leadership team.

An overview for job responsibilities for each professional position is provided, including educational qualifications and professional experience of each current employee. Generally the staff seem to have appropriate degrees and relevant experience for the position held.

Documentation is provided regarding recent attendance at external professional development conferences for some staff members but many have no professional development listed. It appears that professional development outside the institution is somewhat limited. Reference was made to the opportunity for internal administrative process training but no record of participation was documented.

While the above information established the sufficiency of qualifications of the student affairs staff, there was not any information provided to establish that the number of qualified staff is sufficient to accomplish the mission of the institution.

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Compliance

The University has experienced double digit revenue growth from tuition and fees; federal, state and private grants; and contracts. Sales and other sources of revenue have also grown over the past three years. Reductions in state support

have been minimal, -3.1%, and limited to FY 11. All indications are that ASU has a very positive trend in total revenue growth up through 2011.

Controls are outlined in policies and procedures for management of financial resources. The change in net assets and unrestricted net assets has increased over the past three fiscal years.

The qualifications of Finance and Administration leadership appear to be appropriate and budget oversight and financial planning supports this judgment.

* 3.10.2 The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

Compliance

The Department of Education's Eligibility and Certification Approval Report is current showing full eligibility and certification. The most recent DOE audit for Title IV for the period ending June 30 2011 shows two findings, both of which have been addressed by management.

3.10.3 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Non-Compliance

Policies and procedures are evident for cash controls, endowment funds, and approval of expenditures. Oversight by management and internal auditors for risk areas is supported by the ASU Office of EHS and Risk Management and extensive operating policy and procedures for every department. Information about the investment policy is presented as part of the TTU system policy.

However, no evidence is presented to indicate that mitigation of risk is exercised. No evidence of regular reconciliations is presented.

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

Compliance

ASU has published policies governing sponsored research contracts and grants. The Office of Sponsored Projects manages sponsored research programs to ensure awards are consistent with the university's mission. The Compliance Report indicates that the Controller's office works with the OSP and maintains the university financial records.

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Compliance

Procurement policies and procedures are evident and in compliance, Assets are inventoried and tracked through the State Comptroller's office. Physical plant management is governed primarily by the State Comptroller reporting and fund allocation processes. Facilities management was addressed in the Compliance Report. CS 3.11.3.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Compliance

The institution has well defined emergency preparedness policies and practices. ASU has achieved the NOAA Storm Ready designation. The police department has a safety and community outreach program covering many service areas. The Environmental Health, Safety and Risk Management Office shares responsibility for many campus environment initiatives.

The Reaffirmation Committee notes that the university has not updated its crime statistics for the FY12 year and the required Cleary Act Crime report is not posted for the Calendar Year 2012.

*3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

Non-Compliance

ASU has a comprehensive facilities master plan that clearly supports the university mission. Significant capital expansion has occurred in the last five years. The necessary documents to support an ongoing maintenance and repair program with a deferred maintenance list was presented. However, evidence of the implementation of the maintenance program was not available.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy "Substantive Changes for Accredited Institutions.")* **(Substantive change)**

Compliance

The institution provided evidence that it complies in a timely manner with Commission requirements for notification and/or approval of substantive changes with two exceptions. In 2007, the institution failed to notify the Commission prior to offering its first online program but sent through a request for approval the following year along with a copy of a policy and process to ensure that such an oversight did not occur again.

In 2011, the Texas Higher Education Coordinating Board mandated closure of under-performing programs, and Angelo State did not have the opportunity to notify the Commission prior to suspending admission of new students to the

programs identified. The institution subsequently sent the appropriate notification along with details about its plans to ensure that students already enrolled could complete their programs. The Commission acknowledged receipt of the information.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)** (**Note***: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have asterisks are policies that include a federal mandate.*)

*3.13.1. **"Accrediting Decisions of Other Agencies"**

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Compliance

The institution provided the required documentation pertaining to how it its represents itself to all agencies that accredit any of its programs.

3.13.2 "Collaborative Academic Arrangements: Policy and Procedures"

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Not applicable

The institution reports that it has no collaborative academic arrangements.

*3.13.3. "Complaint Procedures Against the Commission or Its Accredited Institutions"

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. *(See FR 4.5).* The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Compliance

Students are made aware of complaint policies and procedures through the Student Handbook, ASU Operating Policies and Procedures, the Residence Hall Handbook, the undergraduate and graduate catalogs and the institutional website. Specific information related to grade grievances, violations of the Academic Honor Code or Code of Student Conduct and Procedures Regarding Sexual or Racial Harassment are provided. A general grievance and appeals procedure is available to students for complaints not covered by other published policies or regulations. The grievance procedure has clearly defined steps for students to follow and allows a tiered process for appeals.

The Compliance Report indicates that complaint records are decentralized and maintained in various departments and offices,

3.13.4. "Reaffirmation of Accreditation and Subsequent Reports"

*3.13.4.a. Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Non-Compliance

ASU provides adequate documentation that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, with regard to curriculum and instruction, faculty, institutional effectiveness, student services and library and learning resources. However, no evidence is provided with regard to application of *Principles of Accreditation* to distance education in the areas of facilities and finances (especially in regard to the technology infrastructure necessary to support distance learning).

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as

part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance

ASU is an institution in the Texas Tech University System (TTU System). The TTU System was created in 1996, comprising Texas Tech University and the Texas Tech Health Sciences Center. Angelo State University became a member of the TTU System in 2007. The TTU Systems Office provides central management and coordination within the system, including carrying out Board of Regents rules and policies.

ASU is governed by the Board of Regents of the TTU System which is the legal body with specific authority over ASU. The Texas Legislature delegated to the Board of Regents the power and authority to govern, control, and directs the policies of the TTU system and its component institutions. The Board's powers and authority are defined in *The Rules and Regulations of the Board of Regents of the Texas Tech University System.*

Board members are appointed by the governor to six-year terms, with a student appointed to a non-voting one-year term. The Board appoints a Chancellor to carry out the policies of the TTU System. Each member institution is led by a President who is appointed by the chancellor and who serves as the Chief Executive Officer for the respective institution. The reporting structure and duties of all involved are documented and published.

3.13.5. "Separate Accreditation for Units of a Member Institution"

*3.13.5. a. Applicable Policy Statement. .All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Not applicable

3.13.5.b. **Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate

accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. *No response required by the institution.*

Not applicable

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Compliance

Angelo State University represents its accredited status accurately and publishes the name, address, and telephone number of the Commission as required in the graduate and undergraduate catalog and on the university website.

D. Assessment of Compliance with Section 4: Federal Requirements

*4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

Compliance

As a public institution of higher education in Texas, ASU is required to report institutional performance measures. The institution provided documentation (e.g., General Academic Institutions Performance Measure Definitions, Outcome 16, LBB May 2010 and LBB Actual Performance for Outcomes measures, licensure exam results, job placement) of how it evaluates and ensures that student achievement is consistent with its mission. In addition, performance targets for student achievement are outlined in the Strategic Plan, Vision 2020.

*4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Compliance

ASU's curricula align with the institutional strategic plan to offer undergraduate and graduate programs that support students' intellectual and personal growth,

address social issues and meet state demands. Further, educational programs, regardless of level or means of delivery, are routinely assessed as part of the campus-wide assessment process. Sample program curricula provide evidence of curricular and mission alignment.

*4.3   The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Compliance

Current academic calendars, grading policies and refund policies are provided in official publications such as the undergraduate and graduate catalogs and on the university website. The ASU refund policy aligns with refund policies defined in the Texas Education Code (TEC 54.006).

*4.4   Program length is appropriate for each of the institution's educational programs. **(Program length)**

Compliance

The institution offers one associate degree which is 60 semester hours in length and is being phased out. The institution's bachelor's degrees range in length from 120 semester hours to 125 hours. Master's programs equal or exceed 30 semester hours. The university catalogs confirm the length of these programs.

*4.5   The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*) **(Student complaints)**

Compliance

Students are made aware of complaint policies and procedures through the Student Handbook, ASU Operating Policies and Procedures, the Residence Hall Handbook, the undergraduate and graduate catalogs, and the institutional website. Specific information related to grade grievances, violations of the Academic Honor Code or Code of Student Conduct, and Procedures Regarding Sexual or Racial Harassment are provided.

A general grievance and appeals procedure is available to students for complaints not covered by other published policies or regulations. The grievance procedure has clearly defined steps for students to follow and allows a tiered process for appeals. Summaries are provided of how a variety of formal grievances were resolved over the past eight years, and an example of how a grade appeal was handled is included in the Compliance Report.

*4.6   Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Compliance

Recruitment materials including the "Discover ASU" brochure, the View Book, the Transfer Guide, and the brochure for international students accurately represent the institution's mission, practices, policies and academic programs. The College of Graduate Studies general brochure describes all graduate programs and gives admission requirements.

The Office of Communications and Marketing oversees all publications, recruitment materials and advertisements. Policies are in place for the approval of advertising and for publication of brochures, pamphlets and other promotional materials. Staff in the Office of Communications and Marketing meets annually with Undergraduate Admissions staff to ensure that recruitment materials are consistent, accurate and reflect current practices and policies regarding admissions, academic programs and facilities.

*4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

Compliance

Audit findings have been reported by the State of Texas and the United States Department of Education for FY 2009, FY 2010 and FY 2011, with the university responding and correcting in each year. The university is currently in compliance. The DOE *Eligibility and Certification Approval Report* confirms eligibility for all aid programs through March, 2015.

*4.8 An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance

ASU requires a unique personal login ID and password to access the Blackboard course management system and other campus systems, including RamPort, the secure campus portal. Users must change their password every 120 days and adhere to strict password standards. Student-faculty interaction in online courses such as synchronous discussions, frequent texting and email exchanges, and use of video are also a critical factor in the ability of faculty to recognize identity discrepancies.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance

ASU's policy on distance education, adopted in 2011, states that there is no distinction between programs offered through distance education and those offered on campus and that unless otherwise provided, all policies, standards, and guidelines for on-campus instruction apply to programs delivered via distance education. The institution's operating policy and procedures, OP 44.01 Security and Management of Protected Information, assures the privacy of all student records and information.

ASU does not offer correspondence courses.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance

ASU does not charge additional fees related to verification of the identity of distance education students.

*4.9 The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See the Commission policy "Credit Hours.")* **(Definition of credit hours)**

Compliance

The institution determines credit hours for semester courses in a fashion consistent with expectations of the U.S. Department of Education as well as the Texas Higher Education Coordinating Body. A review of course descriptions in the Academic Catalog provides evidence of the institution's practice being consistent with such policies.

Courses taught in shortened timeframes are expected to have the same number of contact hours as courses taught in a normal semester. Courses taught online must be approved through a formal faculty review process that determines that the course has learning outcomes equivalent to those for a traditionally delivered course.