



RCVD-DIRECTOR
MAR 30 2015
SHSU-Financial Aid

March 24, 2015

Dr. Dana G. Hoyt
President
Sam Houston State University
1806 Avenue J
Huntsville, TX 77340

Certified Mail
Return Receipt Requested
7013 2630 0001 8220 8166

RE: **Program Review Report**
OPE ID: 00360600
PRCN: 201420628520

Dear Dr. Hoyt:

From February 25, 2014 through February 27, 2014, Ms. Shereé Porter and Ms. Regina Krob conducted a review of the Sam Houston State University's (SHSU's) administration of the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs). The findings of that review are presented in the enclosed report.

Findings of noncompliance are referenced to the applicable statutes and regulations and specify the action required to comply with the statute and regulations. Please review the report and respond to each finding, indicating the corrective actions taken by SHSU. The response should include a brief, written narrative for each finding that clearly states SHSU's position regarding the finding and the corrective action taken to resolve the finding. Separate from the written narrative, SHSU must provide supporting documentation as required in each finding.

Please note that pursuant to HEA section 498A(b), the Department is required to:

- (1) provide to the institution an adequate opportunity to review and respond to any preliminary program review report¹ and relevant materials related to the report before any final program review report is issued;
- (2) review and take into consideration an institution's response in any final program review report or audit determination, and include in the report or determination –
 - a. A written statement addressing the institution's response;
 - b. A written statement of the basis for such report or determination; and
 - c. A copy of the institution's response.

¹ A "preliminary" program review report is the program review report. The Department's final program review report is the Final Program Review Determination (FPRD).

Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION
Dallas School Participation Division

1999 Bryan Street, Suite 1410, Dallas, TX 75201-6817

StudentAid.gov

The Department considers the institution's response to be the written narrative (to include e-mail communication). Any supporting documentation submitted with the institution's written response will not be attached to the FPRD. However, it will be retained and available for inspection by SHSU upon request. Copies of the program review report, the institution's response, and any supporting documentation may be subject to release under the Freedom of Information Act (FOIA) and can be provided to other oversight entities after the FPRD is issued.

The institution's response should be sent directly to Ms. Shereé Porter of this office within 60 calendar days of receipt of this letter.

Protection of Personally Identifiable Information (PII):

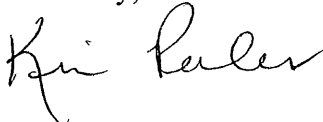
PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth). The loss of PII can result in substantial harm, embarrassment, and inconvenience to individuals and may lead to identity theft or other fraudulent use of the information. To protect PII, the findings in the attached report do not contain any student PII. Instead, each finding references students only by a student number created by Federal Student Aid. The student numbers were assigned in Appendix A, Student Sample. The appendix was encrypted and sent separately to the institution via e-mail. Please see the enclosure Protection of Personally Identifiable Information for instructions regarding submission to the Department of required data / documents containing PII.

Record Retention:

Program records relating to the period covered by the program review must be retained until the later of: resolution of the loans, claims or expenditures questioned in the program review; or the end of the retention period otherwise applicable to the record under 34 C.F.R. § 668.24(e).

We would like to express our appreciation for the courtesy and cooperation extended during the review. Please refer to the above Program Review Control Number (PRCN) in all correspondence relating to this report. If you have any questions concerning this report, please contact Ms. Shereé Porter at 214-661-9576 or sheree.porter@ed.gov.

Sincerely,



Kim Peeler
Compliance Manager

cc: Lydia T. Hall, Financial Aid Administrator

Enclosure:

Program Review Report

Protection of Personally Identifiable Information

Appendix A (sent via e-mail)

Appendix B

PROTECTION OF PERSONALLY IDENTIFIABLE INFORMATION

Personally Identifiable Information (PII) being submitted to the Department must be protected. PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth).

PII being submitted electronically or on media (e.g., CD-ROM, floppy disk, DVD) must be encrypted. The data must be submitted in a .zip file encrypted with Advanced Encryption Standard (AES) encryption (256-bit is preferred). The Department uses WinZip. However, files created with other encryption software are also acceptable, provided that they are compatible with WinZip (Version 9.0) and are encrypted with AES encryption. Zipped files using WinZip must be saved as Legacy compression (Zip 2.0 compatible).

The Department must receive an access password to view the encrypted information. The password must be e-mailed separately from the encrypted data. The password must be 12 characters in length and use three of the following: upper case letter, lower case letter, number, special character. A manifest must be included with the e-mail that lists the types of files being sent (a copy of the manifest must be retained by the sender).

Hard copy files and media containing PII must be:

- sent via a shipping method that can be tracked with signature required upon delivery
- double packaged in packaging that is approved by the shipping agent (FedEx, DHL, UPS, USPS)
- labeled with both the "To" and "From" addresses on both the inner and outer packages
- identified by a manifest included in the inner package that lists the types of files in the shipment (a copy of the manifest must be retained by the sender).

PII data cannot be sent via fax.

Prepared for
Sam Houston State University

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
the AMERICAN MIND™

OPE ID 00360600
PRCN 201420628520

Prepared by
U.S. Department of Education
Federal Student Aid
Dallas School Participation Division

Program Review Report

March 24, 2015

Table of Contents

A. Institutional Information.....	3
B. Scope of Review	4
C. Findings.....	4
Finding 1. Ineligible Locations.....	4
Finding 2. Return of Title IV Policy Not Developed/Inadequate	5
Finding 3. Return of Title IV Funds Made Late	6
Finding 4. Verification Violations	7
Finding 5. Exit Counseling Deficiencies	7
Finding 6. Student Status – Inaccurate/Untimely Reporting	8
Finding 7. Crime Awareness Requirements Not Met – Reporting Discrepancies in Crime Statistics Published in the Annual Security Report and those Reported to the Department’s Campus Crime Statistics Database.....	9
Finding 8: Drug and Alcohol Abuse Prevention Program Requirements Not Met – Multiple Violations.....	14
D. Appendices.....	17
Appendix A – Student Sample.....	18
Appendix B – SHSU Off-Site Approval Documentation.....	19

A. Institutional Information

Sam Houston State University
1806 Avenue J
Huntsville, TX 77340

Type: Public

Highest Level of Offering: Master's Degree or Doctor's Degree

Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges

Current Student Enrollment: 17,765 (2014)

% of Students Receiving Title IV: 56% (2013-2014)

Title IV Participation (PEPS Funding):

	2012-2013
Federal Pell Grant Program	\$27,001,332
Teacher Education Assistance for College and Higher Education Grant (TEACH)	\$ 334,427
William D. Ford Loan Program (Subsidized)	\$33,297,247
William D. Ford Loan Program (Unsubsidized)	\$57,766,179
William D. Ford Loan Program (PLUS)	\$ 7,602,006
William D. Ford Loan Program Grad Professional PLUS	\$ 105,057
Federal Perkins Loan Program	\$ 37,734
Federal Supplemental Educational Opportunity Grant	\$ 445,901
Federal Work Study	\$ 506,315

Default Rate FFEL/DL:	2011	8.3%
	2010	8.8%
	2009	6.8%

Default Rate Perkins:	6/30/2012	40.0%
	6/30/2011	16.7%
	6/30/2010	17.4%

B. Scope of Review

The U.S. Department of Education (the Department) conducted a program review at Sam Houston State University (SHSU) from February 25, 2014 to February 27, 2014. The review was conducted by Shereé Porter and Regina Krob.

The focus of the review was to determine SHSU's compliance with the statutes and federal regulations as they pertain to the institution's administration of Title IV programs. The review consisted of, but was not limited to, an examination of SHSU's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and consumer information requirements.

A sample of 15 files was identified for review from the 2013-2014 award year. The student files were selected randomly from the list of students who 1) withdrew or ceased attendance for any reason other than graduation; 2) were selected for verification; and 3) received all non-passing grades ("0" GPA) for any term within the award year being reviewed. Appendix A identifies the students whose files were examined during the program review.

Disclaimer:

Although the review was thorough, it cannot be assumed to be all-inclusive. The absence of statements in the report concerning SHSU's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve SHSU of its obligation to comply with all of the statutory or regulatory provisions governing the Title IV, HEA programs.

This report reflects initial findings. These findings are not final. The Department will issue its final findings in a subsequent Final Program Review Determination letter.

C. Findings

During the review, several areas of noncompliance were noted. Findings of noncompliance are referenced to the applicable statutes and regulations and specify the actions to be taken by SHSU to bring operations of the financial aid programs into compliance with the statutes and regulations.

Finding 1. Ineligible Locations

Citation: An eligible institution must report substantive changes to the Secretary in a manner prescribed by the secretary no later than 10 days after the change occurs. *34 C.F.R. § 600.21(a)*

Additionally, an eligible institution must report to the Secretary its establishment of an accredited and licensed additional location at which it offers or will offer 50 percent or more of an

educational program if the institution wants to disburse Title IV, HEA program funds to students enrolled at that location. 34 C.F.R. § 600.21(a)(3)

Noncompliance: SHSU began offering 50 percent or more of an educational program at The Woodlands Center (The Woodlands) on or about Fall 1998. The facility was recognized as a multi-teaching center (MTC). The MTC was a joint venture with Texas A&M University, Prairie View A&M University, Texas Southern University, The University of Houston, The University of Houston-Downtown, and North Harris College District (later named Lone Star College). In the Spring of 2011, SHSU began offering 50 percent or more of an educational program at the University Park (UP) location. This is a joint venture with the Texas A&M System, the University of Houston System, and the Texas State University System.

Although SHSU asserts that these additional locations, The Woodlands and UP, have been approved by both the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Texas Education Higher Education Coordinating Board (THECB), the institution failed to provide copies of the approvals during the course of the program review. In addition, SHSU failed to notify the Department of The Woodlands location on recertification applications submitted in 2013, 2007, or 2001. Additionally, SHSU failed to notify the Department of the UP location during the 2013 recertification.

Required Action: Subsequent to the review, SHSU provided documentation to support the approval of The Woodlands and UP locations (*Refer to Appendix B*). The Department accepts the approvals provided for The Woodlands location; however, the information submitted is insufficient to support approval of the UP location. SHSU must provide approvals from its accrediting agency, SACSCOC, and the state authorizing agency, THECB for this location.

If SHSU is unable to provide acceptable documentation demonstrating approval of the UP location, the institution must provide spreadsheets that clearly identify the total amount of Title IV, HEA program funds disbursed to students, by program, for the period beginning Spring 2011 through the date of this report. Please submit a separate spreadsheet for each award year with the following information:

- Student's Name
- Student's Social Security Number
- Title IV funds received, by program (please separate unsubsidized and subsidized loan funds) for each applicable award year

After the review of SHSU's response, the Department will establish liabilities, if any, and provide repayment instructions in the Final Program Review Determination Letter (FPRD).

Finding 2. Return of Title IV Policy Not Developed/Inadequate

Citation: Institutional information that the institution must make readily available to enrolled and prospective students includes, but is not limited the following:

- Any refund policy with which the institution must comply,
- The requirements for the treatment of Title IV funds when a student withdraws,
- The requirements and procedures for officially withdrawing from the institution, and
- The requirements and procedures for applying for a leave of absence.

The institution must provide sufficient information for a student to be able to determine the process for withdrawing, and the financial consequences of withdrawing. The institution must identify the office or offices designated to accept notification of official withdrawals. From the information that the institution provides, a student should be able to estimate how much Title IV, HEA aid they have earned, and how much may have to be returned upon withdrawal and the timeframe to the return the funds. An institution must provide information on both the institution's refund policy and the Federal Return of Title IV requirements, and should explain the interaction between the two policies. The student should be informed that Federal funds may not cover all unpaid institutional charges due to the institution upon the student's withdrawal. *34 C.F.R. §§ 668.22 and 668.43*

Noncompliance: SHSU's Return of Title IV (R2T4) policy was missing the following components:

- An explanation of any refund policy with which the institution is required to comply (e.g. state, accreditor) and;
- A statement that federal funds may not cover all unpaid institutional charges due to the institution upon the student's withdrawal.

Additionally, the institution's policy states that a student or parent will be given 14 calendar days from the date the post-withdrawal disbursement notification is sent to accept or decline any post-withdrawal disbursements offered. SHSU's policy implies that this applies both to Pell and loan disbursements; however, post-withdrawal Pell disbursements must always be given to the student and do not require the student to provide written permission.

Required Action: SHSU must review and revise its current R2T4 policy to include the missing components and to more clearly describe the post-withdrawal disbursement process. A copy of the R2T4 policy must be submitted with the institution's response to the program review report.

Finding 3. Return of Title IV Funds Made Late

Citation: Federal regulations require that an institution determine the amount of Title IV, HEA assistance a student has earned as of his or her withdrawal date from the institution. If the amount of Title IV, HEA assistance the student has earned is less than the amount disbursed to that student, the difference between these amounts must be returned to the Title IV, HEA programs. The treatment of Title IV, HEA funds may be determined on either payment period or period of enrollment basis. *34 C.F.R. § 668.22(a)*

Additionally, an institution is required to return funds to the applicable Title IV, HEA program when a recipient withdraws from an institution during a payment period or period of enrollment

in which the recipient began attendance. A return must be paid to the applicable Title IV, HEA program within 45 days after the date of determination that the student withdrew. *34 C.F.R. § 668.22(g)*

Noncompliance: SHSU did not return funds in a timely manner for Student #2. Specifically, a return calculation was completed on 9/04/2012. The calculation resulted in a return of \$3,446. The institution returned \$1,485 on 9/12/2012 and \$1,941 on 9/19/2012 for a total of \$3,426 to the William D. Ford Direct Loan program. The remaining \$20.00 was returned to that same program on 02/15/2013 – 117 days late.

Required Action: Although this appears to be an isolated incident, SHSU is strongly encouraged to review its current policy and procedure to ensure that future returns are paid timely. In response to the program review report, SHSU must provide assurances that its policy for making timely returns is satisfactory.

Finding 4. Verification Violations

Citation: An institution is responsible for verifying the information used to calculate an applicant's Expected Family Contribution (EFC) as part of the determination of need for student financial assistance. The Student Assistance General Provisions regulations have incorporated a verification process as a part of the Title IV, HEA financial aid program requirements. Verification is required to determine the accuracy of the information submitted by applicants for need-based financial assistance. The regulations also require an institution to verify discrepancies in information received from different sources regarding a student's financial aid application. *34 C.F.R. §§ 668.51 through 668.61*

Noncompliance: SHSU failed to properly document and complete verification of applicant information used to determine the EFC for student #10 who was selected for verification by the central processor for award year 2012-2013. Specifically, the 2012-2013 ISIR and the parent's 2011 tax transcript indicated that the parent received \$1,500 in education credits; however, the untaxed income box on the 2012-2013 verification worksheet was not completed.

Required Action: While the missing information from the worksheet does not affect this student's EFC, SHSU must review its verification procedures to ensure that all aspects of the verification process are accurately completed and provide assurances in response to this report.

Finding 5. Exit Counseling Deficiencies

Citation: An institution must ensure that exit counseling is conducted with each loan borrower before the student borrower ceases at least half-time enrollment at the institution either in person, by audiovisual presentation, or by interactive electronic means. If a student borrower withdraws without the institution's prior knowledge or fails to complete an exit counseling session as required, the institution must ensure that exit counseling is provided through either electronic means or by mailing written counseling materials to the student borrower's last known address within 30 days of learning that the student failed to complete the required exit counseling.

Exit counseling must provide comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan before and after the loan goes into repayment. For example, information should include average anticipated monthly repayment based on indebtedness, a general description of the terms and conditions under which a borrower may obtain full or partial forgiveness or discharge of the principal and interest, defer repayment of principal and interest, or be granted forbearance. *34 C.F.R. § 685.304(b)*

Noncompliance: SHSU failed to provide documentation that exit counseling was completed for the following students:

Student #2 – The student withdrew on 09/14/2012; there was no evidence of exit counseling in the student's file.

Student #11 – The student withdrew on 06/26/2013; there was no evidence of exit counseling in the student's file.

Student #15 – The student unofficially withdrew on 03/25/2013; there was no evidence of exit counseling in the student's file.

Required Action: Due to the number of occurrences for this finding, SHSU must review the files of all students who received Direct Loan funds and who graduated or withdrew during the 2012-2013 award year in order to identify any students for whom exit counseling was not performed. SHSU must provide documentation that exit counseling has been completed or that exit counseling materials have been mailed to the students identified, including the students identified in the finding.

In addition, SHSU must review and revise its current policy and procedure to ensure that exit counseling materials are provided to withdrawn students (*official and unofficial*) in a timely manner. A copy of the revised policy must be submitted with the institution's response to the program review report.

Finding 6. Student Status – Inaccurate/Untimely Reporting

Citation: Institutions participating in the Title IV, HEA programs must have some arrangement to report student enrollment data to the National Student Loan Data System (NSLDS). Student enrollment information is extremely important because it is used to determine if the student is still considered in-school, must be moved into repayment or is eligible for an in-school deferment. For students moving into repayment, the out-of-school status effective date determines when the grace period begins and how soon a student must begin repaying loan funds. Changes in enrollment to less than half-time, graduated, or withdrawn must be reported within 30 days unless a student status confirmation report is expected within 60 days. *34 C.F.R. § 685.309(b)*

Noncompliance: During the 2012-2013 award year, enrollment status reporting was inaccurate and/or untimely for the following students. Additionally, the enrollment status date for student #'s 5 and 15 differ from the actual Last Day of Attendance (LDA) recorded in the students' files.

Student Number	Enrollment Status	Date of Enrollment Status	Status Reported to NSLDS	Date Reported to NSLDS
2	Withdrawn	9/14/2012	Withdrawn	1/12/2013
5	Withdrawn	8/30/2012 (LDA 8/6/12)	Withdrawn	10/15/2012
11	Withdrawn	6/26/2013	Withdrawn	8/23/2013
14	Withdrawn	5/03/2013	Full-Time	5/21/2013
"	Graduated	12/14/2013	Graduated	1/28/2014
15	Withdrawn	5/09/2013 (LDA 3/25/13)	Withdrawn	9/16/2013

Required Action: Due to the number of occurrences for this finding, SHSU must review the enrollment data reported for all students enrolled during the 2012-2013 award year to ensure that the student enrollment data has been reported accurately. For any students for whom incorrect data was reported, SHSU must update NSLDS with the correct enrollment information and submit a copy of the NSLDS enrollment reporting screen that reflects the accurate entry.

Additionally, SHSU must review and revise its policies and procedures for student enrollment data reporting. A copy of the policy must be submitted with the institution's response to the program review report.

Finding 7. Crime Awareness Requirements Not Met – Reporting Discrepancies in Crime Statistics Published in the Annual Security Report and those Reported to the Department's Campus Crime Statistics Database

Citation: The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (*Clery Act*) and the Department's regulations require that all institutions that receive Title IV, HEA funds must, by October 1 of each year, publish and distribute to its current students and employees through appropriate publications and mailing, a comprehensive Annual Security Report (ASR) that contains, at a minimum, all of the statistical and policy elements described in 34 C.F.R. § 668.46(b).

The ASR must be prepared and actively distributed as a single document. Acceptable means of delivery include U.S. Mail, hand delivery, or campus mail distribution to the individual or posting on the institution's website. If an institution chooses to distribute its report by posting to an internet or intranet site, the institution must, by October 1 of each year, distribute a notice to all students and employees that includes a statement of the report's availability and its exact electronic address, a description of its contents, as well as an advisement that a paper copy will be provided upon request. 34 C.F.R. § 668.41(e)(1). The Department's regulations also require participating institutions to provide a notice to all prospective students and employees that includes a statement about the ASR's availability, its contents, and its exact electronic address if

posted to a website. This notice must also advise interested parties of their right to request a paper copy of the ASR and to have it furnished upon request. 34 C.F.R. § 668.41(e)(4).

Specifically, the *Clery Act* and the Department's regulations require institutions to include statistics for incidents of crimes reported during the three most recent calendar years. The covered categories include criminal homicide (murder and non-negligent manslaughter), forcible and non-forcible sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Statistics for certain hates crimes as well as arrest and disciplinary referral statistics for violations of certain laws pertaining to illegal drugs, illegal usage of controlled substances, liquor, and weapons also must be disclosed in the ASR. These crime statistics must be published for the following geographical categories: 1) on campus; 2) on-campus student residential facilities; 3) certain non-campus buildings and property; and, 4) certain adjacent and accessible public property. 34 C.F.R. § 668.46(c)(1).

The ASR must include several policy statements. These disclosures are intended to inform the campus community about the institution's security policies, procedures, and the availability of programs and resources as well as channels for victims of crime to seek recourse. In general, these policies include topics such as the law enforcement authority and practices of campus police and security forces, incident reporting procedures for students and employees, and policies that govern the preparation of the report itself. Institutions are also required to disclose alcohol and drug policies and educational programs. Policies pertaining to sexual assault education, prevention, and adjudication must also be disclosed. Institutions also must provide detailed policies of the issuance of timely warnings, emergency notifications, and evacuation procedures. All required statistics and policies must be included in a single comprehensive document, known as an ASR. With the exception of certain drug and alcohol program information, cross referencing to other publications is not sufficient to meet the publication and distribution requirements of the Act. § 485(f) of the HEA; 34 C.F.R. § 668.46(b).

In addition, as of October 1, 2010, the *Clery Act* and the Department's regulations require that all institutions that receive Title IV, HEA funds and maintain an on-campus student housing facility must, by October 1 of each year, prepare, publish and distribute to its current students and employees through appropriate publications and mailings, an Annual Fire Safety Report that contains, at a minimum, all of the statistical and policy elements described in 34 C.F.R. § 668.49(b).

Finally, each institution must also submit its crime statistics to the Secretary for inclusion in the Department's online campus crime statistics database called the "Campus Safety and Security Data Analysis Cutting Tool." 34 C.F.R. § 668.41(e)(5).

Noncompliance: SHSU failed to publish an accurate and complete 2012 ASR and distribute it as a comprehensive document to all current students and employees. Specifically, SHSU's ASR did not include the following required disclosures:

- A statement of policy regarding the emergency response and evacuation procedures that a test may be announce or unannounced, but it must be conducted at a time when most of the students, faculty, and staff are expected to be present on campus.
- A statement of policy requiring that any official missing person report be referred immediately to the institution's police or campus security department, or, in the absence of a sworn law enforcement officer, to a local law enforcement agency that has jurisdiction in the area.
- A statement of policy advising students that regardless of whether they name a contact person, unless the local law enforcement agency was the entity that made the determination that a student is missing the institution will notify the local law enforcement agency that a student is missing.
- A statement of policy that regardless to of whether the student has identified a contact person, is above the age of 18, or is an emancipated minor, the institution will inform the local law enforcement agency that has jurisdiction in the area within 24 hours.
- A statement of policy regarding pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.
- A statement of policy concerning the monitoring and recording through local police agencies of criminal activity in which students engage at off-campus locations of student organizations officially recognized by the institution, including student organizations with off-campus housing facilities.
- A statement of policy regarding the institution's campus safety programs designed to prevent sex offenses. The statement must include a description of educational programs designed to promote awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses. It must also include the procedures that a victim/survivor should adhere to when a sex crime does occur and address the following topics:
 - who should be contacted;
 - to whom the alleged offense should be reported;
 - the student's option to notify appropriate law enforcement authorities;
 - a statement that institutional personnel, if requested, will assist the student in notifying these authorities;
 - existing on and off-campus counseling, mental health, or other student services that are available for victims of sex offenses;

- notification that the institution will change a victim's academic and or living situation after an alleged sex offense, if an accommodation is reasonably available;
- procedures for campus disciplinary action in cases of an alleged sex offense including a clear statement that the accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and,
- a statement that both the accused and the accused must be informed of the outcome of such a proceeding and an explanation of the sanctions that may be imposed following a finding of responsibility by a campus judicial body regarding rape, acquaintance rape, or other forcible or non-forcible sex offense case.

In addition, SHSU failed to compile and publish accurate and complete crime statistics in the 2012 ASR and/or submitted inaccurate and incomplete data to the Department's online campus crime statistics database, also known as the "Campus Safety and Security Data Analysis Cutting Tool (CSSDACT)". This finding is based on the fact that the crime statistics that the University submitted to the Department did not match those that were published in SHSU's "2012 Annual Security & Fire Safety Report," meaning that one or both data sets were flawed. An institution must identify and resolve all data discrepancies before the ASR is published and the annual statistical survey is locked. An institution's campus crime statistics must be fully reconciled and accurately disclosed in the ASR and the CSSDACT. The review team compared the crime statistics in the 2012 ASR to those that were submitted to the CSSDACT and identified the following discrepancies:

Arrests Statistics

Drug Violations

Year	Category	Number Reported on ASR	Number Reported on Student Guidelines Report	Number Reported to OPE
2012	On Campus	28	11	28
2012	Residential Facilities	21	10	21
2012	Public Property	26	31	26

Liquor Law Violations

Year	Category	Number Reported on ASR	Number Reported on Student Guidelines Report	Number Reported to OPE
2012	On Campus	15	7	15
2012	Residential Facilities	12	10	12
2012	Public Property	21	3	21
2010	Residential Facilities	21	12	12

Weapons; Carrying, Possessing, etc.

Year	Category	Number Reported on ASR	Number Reported on Student Guidelines Report	Number Reported to OPE
2012	Public Property	0	1	0

Disciplinary Referrals

Drug Violations

Year	Category	Number Reported on ASR	Number Reported on Student Guidelines Report	Number Reported to OPE
2012	Public Property	1	14	0

Liquor Law Violations

Year	Category	Number Reported on ASR	Number Reported on Student Guidelines Report	Number Reported to OPE
2012	On Campus	1	0	0
2012	Public Property	0	6	0
2012	Residential Facilities	8	7	7
2012	Residential Facilities	2	1	1

Additionally, SHSU disclosed that it has two additional locations – The Woodlands Center and University Park. SHSU failed to compile and publish crime statistics for these locations, which resulted in an exclusion of pertinent data to the CSSDACT.

Any failure to disclose accurate and complete crime statistics in the ASR and/or AFSR and/or submit them to the CSSDACT violates the *Clery Act*. Such discrepancies an institution's crime statistics confuses users of the ASR and the Department's online campus crime statistics

database and deprives the campus community and the public of important campus crime information.

Required Action: As a result of this violation, SHSU is required to review and improve its existing internal policies, procedures, internal controls, and training programs to ensure that all crime statistics are disclosed accurately and completely, both in its ASR, AFSR, and in its data submission to the Department's CSSDACT. In addition, the University must develop and implement any new policies and procedures that are needed to ensure that all of the University's campus security operations will be carried out in accordance with the *Clery Act* going forward. As part of this internal review, SHSU must review the crime statistics that were included in the 2012 ASR and its corresponding CSSDACT data submission as well as those statistics that will be published in the 2013 ASR and CSSDACT submission and verify that all statistics are accurate and complete. If additional reporting errors are identified during this internal review, SHSU must take immediate action to correct those data discrepancies by amending its ASR and/or its CSSDACT data submission. Finally, SHSU must submit a copy of all of its new and revised policies and procedures as well as a list of any additional statistical discrepancies that were identified during the internal review with its response to this program review report.

As noted above, the exceptions identified in this finding constitute serious violations of the *Clery Act* that by their nature cannot be cured. There is no way to truly "correct" a violation of this type once it occurs. SHSU will be given an opportunity to publish and distribute accurate and complete campus crime and fire safety statistics and in doing so, will begin to bring its overall campus safety program into compliance with the *Clery Act* as required by its Program Participation Agreement (PPA). Nevertheless, the University is advised that these remedial measures cannot and do not diminish the seriousness of these violations nor do they eliminate the possibility that the Department will impose an adverse administrative action and/or require additional corrective measures as a result.

Based on an evaluation of all available information including SHSU's response, the Department will determine if additional actions will be required and will advise the University accordingly in the FPRD.

Finding 8: Drug and Alcohol Abuse Prevention Program Requirements Not Met – Multiple Violations

Citation: The Drug-Free Schools and Communities Act (*DFSCA*) and Part 86 of the Department's General Administrative Regulations requires each participating institution of higher education (IHE) to certify that it has developed and implemented a drug and alcohol abuse prevention program (DAAPP). The program must be designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at recognized events and activities.

On an annual basis, the IHE must distribute information about its DAAPP in writing to all students, faculty, and staff. The distribution plan must make provisions for distributing the DAAPP disclosure to students who enroll at a date before or after the standard distribution and

for employees who are hired at different times throughout the year. The information must include:

- 1) A written statement about its standards of conduct that prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees;
- 2) A written description of legal sanctions imposed under Federal, state and local laws for unlawful possession or distribution of illicit drugs and alcohol;
- 3) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol;
- 4) A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to students and employees; and,
- 5) A statement that the IHE will impose disciplinary sanctions on students and employees for violations of the institution's codes of conduct and a description of such sanctions.

In addition, each IHE must conduct a biennial review in order to measure the effectiveness of its DAAPP and to ensure consistent enforcement of its disciplinary standards and codes of conduct. The IHE must prepare a report of findings and maintain its biennial review report and supporting materials and make them available to the Department upon request. *34 C.F.R. §§ 86.3 and 86.100.*

Noncompliance: SHSU violated the requirements of the *DFSCA*. Specifically, SHSU violated *DFSCA's* annual DAAPP disclosure distribution requirement by failing to deliver program information to all employees and students who are enrolled for any academic credit each year.

As a direct consequence of the violation described above, SHSU also failed to conduct a biennial review of the effectiveness of its DAAPP and of the consistency of sanctions imposed for violations of its disciplinary standards and codes of conduct and by logical extension therefore, also failed to produce a biennial review report of findings and recommendations for improvement.

The Department takes note that SHSU officials asserted that some drug and alcohol prevention information was available to students and employees through various publications including the student handbook and via the website. However, the College was unable to provide any documentation that specifically substantiates that the required materials were actively distributed to all employees and all students enrolled for academic credit.

Failure to comply with the *DFSCA's* DAAPP requirements deprives students and employees of important information regarding the educational, disciplinary, health, and legal consequences of illegal drug use and alcohol abuse. Failure to comply with the biennial review requirements also deprives the institution of important information about the effectiveness of its own drug and alcohol programs. Such failures may contribute to increased drug and alcohol abuse as well as an increase in drug and alcohol-related violent crime.

Required Action: SHSU is required to take all necessary corrective actions to resolve these violations. At a minimum, these actions must include:

- Review and revise its existing drug and alcohol program materials and develop new program content as needed to ensure that a comprehensive DAAPP that includes all of the required elements found in the *DFSCA* is in place;
- Publish a materially-complete annual DAAPP disclosure that summarizes the program;
- Develop procedures for ensuring that the DAAPP program disclosure is distributed to all employees and all students enrolled for academic credit on an annual basis. SHSU must provide a draft copy of its DAAPP disclosure and distribution policy with its response to this program review report. Once the materials are approved by the Department, the College must distribute them in accordance with the Part 86 regulations and its new policy and provide documentation evidencing the distribution as well as a statement of certification attesting to the fact that the materials were distributed as required. This certification must also affirm that the College understands all of its *DFSCA* obligations and that it has taken all necessary corrective actions to ensure that these violations do not recur;
- Conduct a substantive biennial review to assess the effectiveness of its DAAPP. SHSU must describe the research methods and data analysis tools that will be used to determine the effectiveness of the program and identify the responsible official(s) and office(s) that conducted the biennial review. Finally, the biennial review report must be approved by the College's President and/or its board. The biennial review and must be completed by June 30, 2015 and be submitted to the review team by July 15 2015; and,
- SHSU must establish policies and procedures ensure that all subsequent biennial reviews are conducted in a timely manner and are fully documented. The College also must take all other necessary action to ensure that these violations do not recur.

As noted above, the exceptions identified in this finding constitute serious violations of the *DFSCA* that by their nature cannot be cured. There is no way to truly "correct" a violation of this type once it occurs. The College will be given an opportunity to implement a substantive DAAPP, publish and distribute an accurate and complete DAAPP disclosure, conduct a biennial review and to otherwise bring operations into compliance with the *DFSCA*, as required by its PPA. However, SHSU is advised that these remedial measures cannot and do not diminish the seriousness of these violations nor do they eliminate the possibility that the Department will impose an adverse administrative action and/or require additional corrective measures as a result.

Based on an evaluation of all available information including SHSU's response, the Department will determine if additional actions will be required and will advise the College accordingly in the FPRD.

D. Appendices

Appendix A and B – Appendix A (Student Sample) contains personally identifiable information and will be emailed to SHSU as an encrypted WinZip file using Advanced Encryption Standard, 256-bit. The password needed to open the encrypted WinZip file will be sent in a separate email.

Appendix A – Student Sample

This page intentionally left blank

Appendix B – SHSU Off-Site Approval Documentation

This page intentionally left blank

SACSCOC and THECB Approval of Off-Site Locations

The Woodlands Center (formerly named The University Center) and University Park (aka Northwest Houston Center) are not considered to be satellite campuses but are considered to be off—site SHSU facilities.

The Woodlands Center opened in 1997 in a temporary location, with the actual facility opening in the fall of 1998. The facility was recognized as a multi-institute teaching center (MITC). The MITC was a joint project with Texas A&M University, Prairie View A&M University, Texas Southern University, The University of Houston, The University of Houston-Downtown, and North Harris College District (Later name Lone Star College).

Although we do not have the 1997 correspondence where the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved this off-site location, our participation at The Woodlands Center has been reviewed and documented as part of the two most recent 10-year SACSCOC reaffirmation reports (1997-98 and 2008-09). Furthermore, during the 2008-09 on-site visit, the SACSCOC team visited the Woodlands Center as part of their review.

In a similar fashion, University Park (UP) began operation in Spring of 2011. It was a joint project between the Texas A&M System, the University of Houston System, and the Texas State University System (of which SHSU is a member). University Park was approved by the Texas Education Higher Education Coordinating Board in 2009. SHSU's heavy commitment to The Woodlands Center has played a role in de-emphasizing enrollments at University Park. For the most part students taking classes at UP, also take classes at TWC and on our main Huntsville campus. Although it is possible for students to get a degree at UP by completing their last two years (60 hours of the mandated 120 hours), the newness of the facility, the limited course offerings at the facility, and the students' opportunity to supplement their hours elsewhere, we have not seen any students reach this 50% threshold. As such, SHSU has begun working with SACSCOC to request the necessary approvals as the facility and its programs mature.

Please reference the following documents:

- The Woodlands Center (formerly The University Center)
 - Appendix A - 1997-1999 SHSU Self-Study submitted to the Southern Association of Colleges and Schools
 - SACS database records do not date back to 1997 for SHSU. Instead, SACSCOC personnel have instructed SHSU to use its Self-Study document as verification of the off-site facility approval. Please see reference to the University Center on page 52 of the Self-Study document reviewed by SACS.
 - Appendix B - SACS letter of continued accreditation following a review of programs offered at the University Center (2001)
- University Park (aka Northwest Houston Center)
 - Appendix C - Sam Houston State University's Proposal for the Establishment of a Higher Education Center in Northwest Houston (University Park)
 - Appendix D - Letter to Dr. Raymund Peredes (Texas Higher Education Coordinating Board) indicating Texas State University System approval of University Park.
 - Appendix E - Texas Higher Education Coordinating Board Meeting Agenda (07/2009) reflecting approval of the Northwest Houston Center (University Park)



Sam Houston State University

1997-1999 Self-Study Report

SAM HOUSTON STATE UNIVERSITY

SECTION II: INSTITUTIONAL PURPOSE

COMMITTEE MEMBERS

Darryl Patrick, Chair
Professor of Art

Richard Cording, Executive Chair
Professor of Philosophy

Mary Gutermuth, Editor
Professor of Foreign Languages

Charles Capps
Associate Professor of Management

Maryjo Cochran
Professor of Radio/Television
Coordinator, Radio/Television Program

John Holcombe
Professor of Political Science

Keith Jenkins
Associate Professor of Business Administration

Hugh Meredith
Professor of Humanities

Jaspyr Sanford
Associate Professor, Newton Gresham Library

Eric Semlear
Student

Ann Westmoreland
Assistant to the Associate Vice President for Academic Affairs

CONTENTS: SECTION II

INTRODUCTION	43
FINDINGS OF THE INSTITUTIONAL PURPOSE COMMITTEE	43
SECTION II: INSTITUTIONAL PURPOSE	44
CURRENT MISSION STATEMENT	44
HISTORY OF THE UNIVERSITY	50
HISTORY OF THE MISSION STATEMENT	52
RECOMMENDATIONS AND SUGGESTIONS: SECTION II	57
COMPLIANCE TABLE: SECTION II	59
SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS: SECTION II	61
APPENDICES	62
APPENDIX A: Table of Programs Offered on the Main Campus of Sam Houston State University, as Authorized by the Texas Higher Education Coordinating Board, October 17, 1997	
APPENDIX B: Degree Programs Offered at The University Center, North Harris Montgomery Community College District, at Montgomery College, October 17, 1997	
APPENDIX C: The Institutional Purpose Committee's Preliminary Report to the SACS Self-Study Steering Committee, Fall 1997	
APPENDIX D: Letter from President Marks to Vice President Payne Initiating Review of Mission Statement	

□ INTRODUCTION

In the spring of 1997, the Sam Houston State University SACS Self-Study Steering Committee entrusted its Institutional Purpose Committee with the comprehensive charge of examining the University's current mission statement in order to determine if a revision or refinement were needed for compliance. Having established that Sam Houston State University does, in fact, comply with the guidelines established by the *SACS Criteria*, the Institutional Purpose Committee began deliberations early in the fall semester of 1997 and forwarded its preliminary report to the Steering Committee in December. A subsequent report was presented at the end of May 1998, and another in mid-July of the same year. During this process, the Institutional Purpose Committee carefully considered the appropriateness of the mission statement, especially as it related to the recent growth and development of the University. The Committee also examined the link between the mission statement and institutional effectiveness.

□ FINDINGS OF THE INSTITUTIONAL PURPOSE COMMITTEE

In the report which follows, the Institutional Purpose Committee addresses "must" statements from Section II of the *SACS Criteria for Accreditation* and, in the order in which the statements appear in the *Criteria*, reports on the University's compliance or noncompliance with these imperatives. Following the "must" statements and findings, the Committee makes recommendations and/or offers suggestions, according to the University's compliance status.

□ SECTION II: INSTITUTIONAL PURPOSE

- § 1. An institution must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific role (*Criteria 17*).
- § 2. This statement must describe the institution and its characteristics and address the components of the institution and its operations (*Criteria 17*).
- § 3. The official posture and practice of the institution must be consistent with its purpose statement (*Criteria 17*).
- § 4. Appropriate publications must accurately cite the current statement of purpose (*Criteria 17*).
- § 5. The formulation of a statement of purpose represents a major educational decision. It should be developed through the efforts of the institution's faculty, administration and governing board. It must be approved by the governing board (*Criteria 17*).

The Institutional Purpose Committee determined that Sam Houston State University complies with all of these imperatives.

§ Current Mission Statement

The University Mission Statement, adopted in 1986, comprises ten general objectives, supported by seven specific objectives concerning instruction, five related to research, and four pertaining to public service. The mission

statement, which appears in such institutional documents as the undergraduate and graduate catalogues and the faculty and student handbooks, reads as follows in its entirety:

The Texas Higher Education Coordinating Board approves for Sam Houston State University a mission (role and scope) statement, consistent with Section 61.051(d) of the Texas Education Code on January 24, 1986. The Table of Programs was updated to reflect the Coordinating Board-approved expansion on October 17, 1997. [See Appendix A to this chapter of the self-study report.]

Sam Houston State University is a multi-purpose state university that exists to meet the needs of a civilized community by providing to the community educational opportunities and resources of the highest quality. The university has evolved into a federation of colleges and programs which provides a climate of intellectual freedom with academic programs to enable its students to become informed, thoughtful, and productive citizens with the skills necessary to evaluate critically and to appreciate the cultural and aesthetic values of life. To fulfill its mission, the university is committed to:

- ◆ Maintain excellence in instruction, research, and public service.
- ◆ Secure and retain a highly qualified and dedicated faculty and support staff.
- ◆ Maintain high academic and professional standards for faculty, students, and staff.
- ◆ Admit and retain qualified and motivated students.

- ◆ Provide a library of the highest quality capable of supporting instruction, research, and public service programs.
- ◆ Provide an intellectual and social climate conducive to the fullest development of students.
- ◆ Provide a state-of-the-art computer facility capable of supporting instruction, research, and public service programs.
- ◆ Admit transfer students from other degree-granting institutions and from junior or community colleges in accordance with applicable standards.
- ◆ Provide early admission programs to gifted high school students who meet the necessary entrance requirements.
- ◆ Provide the necessary physical facilities and resources for the attainment of the university's goals.

Instruction

Excellence in instruction is considered foremost in enhancing the educational process. The university has assembled a community of teaching scholars whose goal is to give meaning to the separate elements of our civilization so that students of all disciplines can analyze, study, and organize the diverse elements of knowledge, thereby giving conscious direction to the human mind. To fulfill its commitment to excellence in instruction, the university seeks to:

- ◆ Proclaim a unity of knowledge by emphasizing the mutual interdependence of all studies.

- ◆ Provide a strong liberal arts framework for all instructional programs.
- ◆ Provide pre-professional, professional, and technical training in a variety of specialized programs.
- ◆ Offer a wide range of academic studies in both undergraduate and graduate programs to prepare students for meaningful careers that will contribute to their personal welfare and to the cultural and economic development of the state, the nation, and the world.
- ◆ Provide doctoral curricula for which there are needs and in which the university and its faculty have competencies.
- ◆ Provide a professional staff to assist the student body in academic, career, and personal counseling.
- ◆ Provide a supervised extracurricular program offering students opportunities to develop interests and skills in group activities and leadership through participation in student government, interest-centered organizations, social groups, honor societies, and athletic, forensic, journalistic, and fine arts activities.

Research

Creative activity is recognized as an indispensable function of the institution if its instruction is to have the relevance, freshness, and effectiveness expected of an institution of higher learning.

Knowledge is indeed an end in itself and one which has value that

may properly be called inestimable since it cannot be expressed in terms of any other value.

The university holds that the term research applies to creativity in all fields. To encourage the discovery and advancement of human knowledge, the university seeks to:

- ◆ Provide an environment that encourages systematic inquiry into both practical and purely intellectual problems.
- ◆ Encourage the intellectual development of its students and faculty through access to the record of human experience.
- ◆ Support responsible inquiry of old and new ideas by testing their validity and significance.
- ◆ Share the results of its research activities with the academic community, the business and professional world, and the public at-large to enhance the overall quality of life.
- ◆ Provide academic, pre-professional, and career curriculum research opportunities in the applied arts and sciences, the physical and life sciences, teacher education, the fine arts, business administration, criminal justice system, the behavioral and social sciences, the humanities, and other related fields.

Public Service

The university acknowledges its responsibility to serve as the nucleus for the cultural and intellectual development of students and members of the community outside the framework of formal coursework. To provide this service, the university seeks to:

- ♦ Share its expertise and resources with individuals and groups through consultant services and applied research.
- ♦ Work with other consortia, institutions, agencies, and civic groups to exchange ideas, to share mutual concerns, and to foster intellectual growth.
- ♦ Provide its expertise to other public institutions at the local, state, national, and international levels.
- ♦ Provide services such as continuing adult education, correspondence courses, institutes, conferences, and services to educational, business, community, and social organizations.

Within this mission, the university seeks to maintain sufficient flexibility to develop its creative resources to the fullest so that it can adapt to changing educational and social needs. It is committed to the development of innovative programs, while at the same time striving to maintain the highest quality in the traditional curricula. The university operates on the assumption that a free society depends upon an enlightened citizenry capable of making wise and responsible choices and that it can make an important contribution to the development and guardianship of such enlightenment.

(1998-2000 *Undergraduate Catalogue* 92-94)

The Institutional Purpose Committee determined that while the mission statement itself would benefit from more economical phrasing and some more expansive description to account for recent developments in the University, Sam Houston State University's official posture and practice are consistent with the statement. Compliance with this SACS criterion is best demonstrated in the context of the history of the institution and of its evolving mission statement.

§ History of the University

In 1879, the Texas legislature established the Sam Houston Normal Institute to train teachers for the public schools of Texas. During the following four decades, this institution offered instruction in the natural sciences, agriculture, home economics, manual training, geography, sociology, and foreign languages. It awarded its first baccalaureate degree in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The college expanded its programs, shifting the institution's curricular focus from exclusively teacher training to preparation in a variety of fields, and a graduate degree was authorized in 1936.

Following World War II, an increase in the number of students and faculty, as well as a wider range of faculty research activities, initiated the emergence of a multi-purpose institution. By 1960, about 25% of the graduating seniors were receiving degrees in fields other than teaching:

the social and communication sciences; the biological, physical, and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom, and these activities were accompanied by an increasing diversity in the student body as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the Texas legislature changed the institution's name to Sam Houston State College in 1965; in the same year, the legislature also established as an integral part of the institution The Institute of Contemporary Corrections and the Behavioral Sciences.

During the following years, a rapid increase in the enrollment of students with diversified backgrounds, interests, and aspirations necessitated continuous examination of programs, faculty, and facilities at all administrative levels. The number of graduate degrees conferred increased significantly in the late 1960s, and in 1969, recognizing the changes that had taken place during the course of the institution's history, the Texas legislature changed the name of the institution to Sam Houston State University.

In the 1970s, the University continued to expand its offerings to keep pace with its dynamic environment by adding degree programs in such fields as computing science and environmental science. The institution also added new graduate degrees, including the Master of Library Science, the Master of Fine Arts, and the Doctor of Philosophy in Criminal Justice. These additions were accompanied by significant improvement in faculty credentials and growth in faculty research activities; as the listing of faculty and their degrees in the undergraduate and graduate catalogues

and the record of creative and scholarly accomplishments suggest, the importance of faculty credentials and research activities persists.

Currently, Sam Houston State University, a member institution in The Texas State University System, is organized academically into four colleges: Arts and Sciences, Education and Applied Science, Business Administration, and Criminal Justice. Students are offered an extensive range of bachelor's and master's degrees, as well as three doctoral degrees (See Appendix A for a list of degrees offered on the main campus of Sam Houston State University.)

In 1995, Sam Houston State University joined an alliance of six state universities and the North Harris Montgomery Community College District (NHMCCD) to establish The University Center in The Woodlands located approximately forty miles south of the main campus. The partner universities offer bachelor's and master's degrees of the same quality as those provided on their respective main campuses. The University Center began offering courses in the summer of 1997 and dedicated the classroom/laboratory facility adjacent to Montgomery College on January 8, 1998. (See Appendix B for a list of degrees offered by Sam Houston State University at The University Center.)

§ History of the Mission Statement

The mission statements of Sam Houston State University in the 1960s and 1970s reflected the dynamic growth of the University during that crucial period of expansion.

The 1960 institutional self-study concluded that "Sam Houston always has been a one-purpose institution, a teachers' college. In no way has the college deviated from this purpose throughout its eighty-one years of existence." This statement was consistent with the 1879 act of the Texas state legislature which created Sam Houston Normal Institute as an institution whose sole purpose was the training of teachers for the public schools of the state.

It was a major shift and expansion of the stated mission, then, when the 1976 statement asserted that

Sam Houston State College is a multi-purpose liberal arts and teacher training institution which offers broad undergraduate programs and selective graduate programs in the fields of teacher training, the sciences, the fine arts, business and applied arts, and the humanities.

The 1976 mission statement reflected an expanded vision not so much of programs offering degrees as of components necessary to support and enhance those programs. Hence, it explicitly mentioned research opportunities, a professional staff, computer capabilities, a library of the highest quality, a public service division, and extracurricular programs.

The current mission statement, printed in its entirety above, was developed through the efforts of the institution's faculty and administration, approved by the governing board, and adopted in 1986; it has appeared in all subsequent catalogues. The existing statement elaborates on the objectives of the University defined by the 1976 statement and categorizes them under the headings of instruction,

research, and public service. In addition, it updates and specifies in somewhat greater detail the directions set by the 1976 statement.

The current mission statement appears in such appropriate institutional documents as the undergraduate and graduate catalogues and the faculty and student handbooks.

§ 6. An institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies (*Criteria 17*).

§ 7. The statement of purpose serves as the foundation for all institutional operations, programs and activities. Consequently, the institution must demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose (*Criteria 17*).

The Institutional Purpose Committee determined that while the University complies with the second of these imperatives, it does not comply fully with the first. The Committee addresses this instance of noncompliance in the recommendations which appear at the end of this section of the report.

The current Sam Houston State University Mission Statement has served the institution well. In 1988 the SACS Reaffirmation Committee Report concluded that the 1986 mission statement is

appropriate to the academic programs, the outreach program, and the research effort of the University. Both the undergirding philosophy of education at the University and the institution's students are appropriately treated in the statement of mission. The statement is clear, concise and published in *The Faculty Handbook* and the college catalogue. (SACS Reaffirmation Committee Report 6)

In Sam Houston State University's Fifth-Year Report to the Commission on Colleges, the mission statement was again cited as the appropriate base from which to continue to set goals and objectives that will enhance the University's role as a quality institution of higher learning in the state of Texas.

As the current SACS Self-Study Institutional Purpose Committee began deliberations on the appropriateness of the 1986 statement in light of the University's current growth and development, it became obvious that substantial progress had been made in the University within the past four or five years in a number of areas, especially in the development of new technologies and new academic programs and in the expansion of distance learning activities. More specifically, the President of the University, at the time of his investiture in 1996, set forth as University priorities the following goals:

- (1) Sam Houston State University will become a leader in the application of technology to the delivery of our instructional programs.
- (2) Sam Houston State University will develop a first-rate student retention program.

- (3) Sam Houston State University faculty and staff will focus on the development of fund-raising initiatives.

Taking these charges into account and noting that the University has recently filed substantive change requests with SACS (both to create new doctoral programs and to participate in a joint endeavor with other regional universities to establish The University Center in The Woodlands), the Institutional Purpose Committee recommended in its preliminary report to the Steering Committee that for the 1997-99 self-study the University continue to use the 1986 mission statement, since the University substantially accords with the goals and objectives of that statement.

In the same preliminary report, however, the Committee also recommended that, in keeping with SACS criteria, the University charge the appropriate committee with studying "periodically its statement of purpose considering internal changes as well as the changing responsibilities of the institution to its constituencies." The updating of the statement which must periodically take place is currently in progress.

In addition, the Committee offered for consideration a rewording of the proposed changes in the introductory paragraph of the mission statement and also an updating of the list of goals and objectives. (See Appendix C for full text of the Institutional Purpose Committee's preliminary report to the Steering Committee, including a chart indicating proposed changes to the mission statement.)

In the process of completing this report, the Institutional Purpose Committee had access to all information about the University's planning

and evaluation processes, resources, administrative educational programs, educational support services, and financial and physical processes. The Committee determined that all such areas are adequate to fulfill the stated purpose of the University. Other chapters in this report confirm the Committee's findings.

□ RECOMMENDATIONS AND SUGGESTIONS: SECTION II

The Committee on Institutional Purpose found that the University complies with all but one of the imperatives in Section II of the *Criteria*. To address the instance of noncompliance, the Committee makes the following recommendation:

- § The appropriate University committee must periodically review and update the University mission statement. (See Appendix D.)

Appendix B

PCs
D-also send
PC to Cabinet
JTR



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558

PC - Chair Nancy Appel
Local Comm. Chair J. Hayley
Chancellor L. Subanovsky
F. Y. L. KB
1-18-01

RECEIVED

JAN 18 REC'D 2001

OFFICE OF THE PRESIDENT

January 5, 2001

Dr. Bobby K. Marks
President
Sam Houston State University
P. O. Box 2026
Huntsville, TX 77341

Dear Dr. Marks:

*This was for our
programs in the METC at
The Woodlands.
(First accreditation
for them)*
BTM
1-18-01

The following action regarding your institution was taken at the December 2000 meeting of the Commission on Colleges:

The Commission continued accreditation following the review of the B.B.A. in Accounting, in General Business Administration, and in Management; the B.A.A.S.; the B.S. or B.A. in Biology, in Criminal Justice, in Geography, and in Political Science; the B.S. in Psychology, in Interdisciplinary Academic Studies; the M.B.A. in Business Administration; the M.S. in Criminal Justice; the M.A. in History and in English; and the M.Ed. in Educational Leadership, in Elementary Education, and Secondary Education offered through distance learning at North Harris Montgomery Community College, University Center, The Woodlands, Texas. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:lk

cc: Dr. Gerald D. Lord

Sam Houston State University

Proposal for the Establishment of a Higher Education Center in Northwest Houston

Overview Statement

Working in conjunction with the University of Houston System, the Texas A&M System, and Texas Southern University, Sam Houston State University seeks approval to establish a higher education center to serve Northwest Houston (Hwy 249 area). The resulting proposal offers to expand access to higher education opportunities for the residents of Northwest Houston in a high-quality, efficient manner by avoiding unnecessary program duplication and providing for operational efficiencies where possible.

Section I. Program Need

- Demographic, workforce and education data suggest a very real need for the expansion of upper-division undergraduate and graduate programs in Northwest Houston.

A demographic analysis conducted in 2006 indicated the northwest region of Houston was outpacing other areas in terms of growth. At present, over 1.4 million live in northwest Houston. Conservative estimates place the population of the region at 1.7 million by 2015. Our primary community college partners in the region (Lone Star College and Houston Community College-Northwest) enroll over 60,000. Area school districts (Cypress-Fairbanks, Katy, Klein, Magnolia and Tomball) most proximal to the campus enroll over 222,000. By 2010, enrollment in these districts is expected to surpass 245,000. The number of jobs in Northwest Houston exceeds 300,000, 67% of which are white collar positions. The Texas Department of Labor predicts a continued increase in the demand for workers with post-secondary education through 2016.

The establishment of a Higher Education Center (HEC), will be of critical importance in advancing the state's Goals related to Closing the Gaps. It is important to note that students in the Gulf Coast WDA trail state averages related to high school and college completion rates.

Section II. Academic Program Descriptions

- Following is a list of academic programs to be delivered at the proposed higher education center by Sam Houston State University. Pending approval from the THECB, the

proposed programs will be initiated in 2010. The table of programs has been developed in collaboration with the University Consortium to avoid unnecessary duplication. All programs are in our current academic inventory. Undergraduate programs are for upper-division coursework only.

A. B.A./B.S. in Sociology

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

B. B.A. in Spanish

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

C. B.S. in Interdisciplinary Studies with EC-12 Special Education

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

D. B.S. in Interdisciplinary Studies with 4-8 Math

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

E. B.S. in Interdisciplinary Studies with 4-8 Science

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

F. B.S. in Interdisciplinary Studies with 4-8 English, Language Arts, Reading and Social Studies

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

G. B.S. in Kinesiology

Academic Level	Undergraduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

H. M.A. in Instructional Leadership

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

I. M.A. in Special Education

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

J. M.Ed. in School Counseling

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

K. M.Ed. in Special Education

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

L. M.L.S. in Library Science

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

M. M.Ed. in Administration and Supervision

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will follow the same admission procedures and meet the same academic criteria as students on the main campus.
Delivery	The primary mode of delivery will be face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center.

N. Ph.D. in Counselor Education

Academic Level	Graduate
Admissions Criteria	Students attending at the UH NW Higher Education Center will be admitted as transfer students. They must meet the same admissions requirements as transfers into the same program at the UH main campus. They must have a minimum GPA of 2.0 or higher on all coursework completed.
Delivery	The primary mode of delivery is face-to-face. Certain courses will be delivered as hybrids or distance learning courses to best serve student needs and expand curriculum choices for students at the NW Center

Section III. Center Administration and Support Services

- **Admissions:** The entire admission process is being done online via the Apply Texas application and electronic submission of college transcripts via the EDI network. Furthermore, many high school transcripts can be submitted electronically via TRex (this would only be needed when a student is THEA exempt based on high school information). Prospective students would need access to a computer lab.
- **Academic Advising:** The staff of the SHSU Student Advising and Mentoring Center (SAM Center) will schedule regular visits to the new off-campus NW Center (as is currently done at TUC). Advisors are also available online for students who cannot meet with an advisor one-on-one.

- **Registration:** Registration is currently conducted online and can be accessed from any internet location. Thus the students at the NW Center will have the same access and services. SAM Center advisors will be able to address questions from the new Center.
- **Financial Aid:** The financial aid application process and communication is primarily web-based for all applicants, therefore, service to students attending off-campus teaching centers will be provided through the well established application process presently in use. The application process begins with the Free Application for Federal Student Aid (FAFSA) which is an internet based federal application for financial aid. University initiated communication between the applicant and the aid office occurs through email, telephone, facsimile or traditional postal service. All SHSU students are required to use an SHSU computer account, this account is requested through the University's website. Twenty-four (24) hour web access is available for applicants to view, accept, process or inquire about their financial aid status and awards. Downloadable documents are generally available in Adobe format. Financial aid is accepted and loans are processed through web-based software available through any personal computer. An automated process applies accepted and available aid at the appropriate time. Residual funds are made available to the students through an ACH transfer to an account of their choosing or through a BearKat One account. As needed, the Financial Aid Office will periodically have a representative available at the facility.
- **Recruitment:** The Office of Undergraduate Admissions currently has two Houston Regional Recruiters as well as one Transfer Counselor position. We would need access to an office, a minimum one day a week for one of our recruiters to meet with prospective students/parents to build strong relationships in the community, as well as advise students on the admission process as well as their options for attending Sam Houston State University.
- **Retention Programs:** We are currently working on devising help for First Alert Students and MAP (Monitored Academic Progress) students online. Since students at The University Center and other campus locations away from Huntsville have difficulty meeting with mentoring personnel, we are working on the most effective ways to help these students by other means. In addition, the Assistant Vice-President for Academic Affairs who oversees the University's Student Success Initiatives will survey the clientele to determine specific needs unique to this campus. Appropriate programs will be developed and offered.
- **Testing Services:** The University will work collaboratively with other universities at the Center to offer needed testing services.

Section IV. Facilities

- **Classrooms:** We are assuming that Lone Star College will offer state-of-the-art classroom facilities. The adequacy of these facilities will serve the foundation for our participation at the Center. This includes both classrooms and space for faculty to meet with their students. Faculty will need internet access in the classroom. ITV classes may be needed for some courses.
- **Student Services:** Students will have a SHSU student ID which provides access to SHSU sponsored programs.
- **Library:** The University offers a large number of electronic data-bases and services.
- **Information Technology:** Information, in accordance with licensing agreements, will be available to all students with a valid Sam ID and computer account.
- **Bookstore:** Students are using online sources at an increasing rate. The faculty will assist students in procuring books unavailable online.

Section V. Business Plan

- Enrollment and revenue projections, faculty and staff assignments and resources allocated to support the Northwest Higher Education Center are included in the following business plan covering the first five years of operation. It is anticipated that academic programs will begin in January 2010.

Northwest Campus Budget: Years 1 through 5

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Enrollment & Faculty Projections:					
Student Headcount	202	202	257	277	286
Student FTE	90	90	112	120	124
Annual Semester Credit Hours	3261	3261	4086	4386	4521
Faculty FTE	9.67	9.67	9.67	9.67	9.67
Resource Projections:					
Tuition	668,505	668,505	837,630	899,130	926,805
Fees	461,698	461,698	581,428	625,808	644,390
Formula Funding	0	0	117,600	123,165	125,634
Total	1,130,203	1,130,203	1,536,658	1,648,103	1,696,829
Expenses:					
<u>Operations</u>					
Faculty (salary & benefits)	752,917	775,504	798,769	822,732	847,414
Instructional Support, Academic Operations, O&M	130,440	130,440	163,440	175,440	180,840
Marketing	60,000	60,000	60,000	60,000	60,000
Administrative overhead: 28% of Operations	264,140	270,464	286,219	296,288	304,711
Subtotal	1,207,497	1,236,408	1,308,428	1,354,460	1,392,965
Equipment (IT and furniture)	100,000	0	50,000	0	50,000
Lease	150,000	150,000	170,000	170,000	170,000
Total all Expenses	1,457,497	1,386,408	1,528,428	1,524,460	1,612,965
Operating Margin	(327,294)	(256,205)	8,230	123,643	83,864

Section VI. Partnerships and Closing the Gaps

- **Dual Enrollment:** The Center, similar to The University Center in The Woodlands, is based on the premise that Lone Star College will provide lower level instruction. As such, dual arrangements will be negotiated between nearby high schools and Lone Star College.
- **Course/Program Articulation:** Currently we have Online Articulation Agreements with over 15 community colleges/districts. Included in those agreements are Lone Star College, Houston Community College, and San Jacinto Community College. These agreements have proven to be a successful tool for advising students of their degree plan options in advance of applying or being advised at SHSU. This not only prevents students from taking courses that are non-transferable but also improves retention by giving students a direct track towards a degree program prior to making the decision to transfer. SHSU also has in place transfer equivalencies for courses offered at other universities that are likely to utilize the Center.
- **Joint Admissions:** This program was developed to serve the community college population in several ways. It has allowed us to increase enrollment of transfer students by accepting students well in advance of their intended transfer into SHSU while giving them access to many of the same perks that are received by current SHSU students. Joint Admission students have access to the Newton Gresham Library, the Student Advising and Mentoring (SAM) Center, including advising and student retention/success services, our computer labs/services, and entrance into our athletic events.
- **Shared Facilities:** Similar to The University Center, SHSU will work with LSC and other partners to effectively and efficiently use the available facilities.
- **Partnerships:** As the participants for the Center become known, SHSU will enter into specific articulation agreements similar to the memorandum of understanding at The University Center.
- **Innovative Programs:** Some of the innovative programs include Joint Admission, Cooperative Advising, and Reverse Transfer. Cooperative advising allows SHSU to send our academic advisors to the community college campuses to work with future students in gaining academic advising from our advisors. This is not a substitute to the advisors at the community colleges but to strengthen the advising and ensure that the students are on the right track for their Associate and Bachelors degree and to keep the students apprised of changes to current degree plans. Furthermore, the community college advisors have been trained and have access to our advising screens to provide a seamless transition from their community college into SHSU. The Reverse transfer has increased graduation rates for participating community colleges by allowing us to automatically transfer credits back to the community college for students that left prior to being awarded his/her Associate. This helps the student by granting him/her an Associate degree that improves their job opportunities in the event that he/she must leave the university prior to graduating with a Bachelor degree. We will offer Study Skills and GRE/GMAT Prep on a rotation basis on our off-campus locations as we currently do at the University Center. We are also devising support programs for special populations, such as veterans, etc.

Section VII. Long-Term Plans

We are currently submitting programs for six baccalaureate, seven master's programs and two doctoral programs. The baccalaureate programs are in Kinesiology, Psychology, English, Spanish, and Interdisciplinary Studies for both Early Childhood and Middle Level Education. Master's programs are being submitted in Educational Administration, Instructional Leadership (MEd and MA), Library Science, School Counseling, Special Education, and Educational Diagnostician. At the doctoral level our initial submission is for Counselor Education and Educational Leadership. In the next three to five years we anticipate submitting requests for history, banking, general business, and communication studies at the baccalaureate and/or master's level.

Appendix D



UNIVERSITY OF HOUSTON SYSTEM UNIVERSITY OF HOUSTON

RENU KHATOR
Chancellor and President

May 26, 2009

Dr. Raymund Paredes
Commissioner
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711-2788

Dear Commissioner Paredes and Coordinating Board Members:

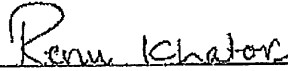
On behalf of the University of Houston System, the Texas A&M System, the Texas State University System, and Texas Southern University, we respectfully request authority to begin offering upper-division and graduate coursework leading to baccalaureate and graduate degree programs in the Northwest Houston area (Hwy 249 region). Academic programs proposed for the PVAMU Center at 16000 Steubner Airline would begin in Fall 2009. The remaining undergraduate academic programs would begin in the spring semester of 2010 and the remaining graduate programs beginning in the fall of 2010 at the proposed Higher Education Centers in the SH 249 Corridor.

At this time, our request is for approval of those programs which reflect no duplication. Furthermore, in accordance with its function, the Coordinating Council will meet to discuss the program requests where there is duplication and make its recommendations with supporting documentation to the Coordinating Board.

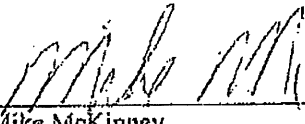
An overview document explaining our collaborative proposal for expanding access to higher education in Northwest Houston was forwarded to the Coordinating Board on May 21, 2009. Detailed proposals from each participating university will be forwarded under separate cover by May 29, 2009. The university proposals should be considered addenda to the aforementioned document. In summary, if approved, we request further that the Texas Higher Education Coordinating Board conduct a comprehensive review after the Centers have been in operation for five years.

Should there be any questions, please do not hesitate to contact us.

Sincerely,



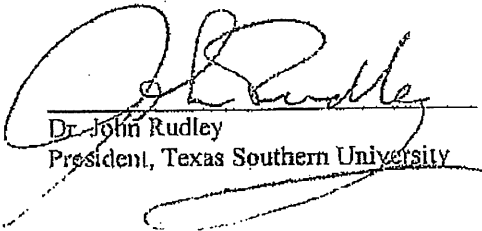
Dr. Renu Khator
Chancellor, University of Houston System



Dr. Mike McKinney
Chancellor, Texas A&M University System



Dr. Charles Matthews
Chancellor, Texas State University System



Dr. John Rudley
President, Texas Southern University

Appendix E

AGENDA ITEM VII-N

Consideration of adopting the Committee's recommendation relating to a request from the Texas A&M University System, Texas Southern University, the Texas State University System, and the University of Houston System to create five coordinated, single-institution Higher Education Centers in Northwest Houston

RECOMMENDATION: Approval

In making this recommendation, the staff believes that the proposal responds to the growing demand for upper-division educational opportunities in the northwest section of Houston and represents sound educational policy for the state. Further, the proposal conforms with Coordinating Board rules, Section 5.73(3) on the establishment of university system centers.

Background Information:

The Texas A&M University System, Texas Southern University, the Texas State University System, and the University of Houston System propose to establish five coordinated, single-institution Higher Education Centers in Northwest Houston. The proposed consortium would provide upper-level and graduate courses to residents of north Harris County as well as residents from Fort Bend, Montgomery, and Waller Counties. Each center would be affiliated with one of the institutions involved in the consortium – Prairie View A&M University, Texas Southern University, Sam Houston State University, University of Houston, and University of Houston-Downtown. Each of these institutions has a history of serving northwest Houston. Each institution's Board of Regents has also approved the creation of and involvement in the consortium. Four of the institutions – Sam Houston State University, Texas Southern University, University of Houston, and University of Houston-Downtown – would work with Lone Star College to acquire appropriate instructional facilities, while Prairie View A&M University will continue to utilize its facilities at 16000 Steubner Airline. It is anticipated that the four remaining institutions would utilize a portion of the 1.2 million square feet of space recently purchased by Lone Star College from Hewlett-Packard located at 2055 State Highway, Houston, Texas.

Although each of the five institutions is requesting approval to establish its own independent Higher Education Center, the offerings and administration of the centers would be coordinated through a Coordinating Council. This council would consist of the Vice Chancellors for Academic Affairs from Texas A&M University System, Texas State University System, and the University of Houston System as well as the Provost of Texas Southern University. A representative from Lone Star College, the largest community college system in the area, would also serve as an ex-officio member on the council. The council would have responsibility for the approval of proposed degree programs, coordination of collaboration among the institutions, coordination of shared services such as physical support services, consideration of additional academic program requests, resolution of issues related to program duplication, review of institutional delivery of approved programs, and removal of program authority if an institution

does not offer the program in a timely fashion. In addition to the Coordinating Council, there would be an Academic and Administrative Support Council comprised of the individuals responsible for administering each institution's center. This group would be responsible for identifying collaboration and resource sharing opportunities so that high levels of administrative efficiency would be achieved. Each institution, however, would operate its own Higher Education Center that would be responsible for the delivery of its programs, providing necessary student support services, and managing daily operations. Each center would also be responsible for acquiring and provisioning its classroom space, though centers might elect to work cooperatively to maximize economies of scale for physical support and some student services. By remaining independent members of a coalition, institutions hope that they can have better market visibility and can market degree programs under their own institutional brand name. The proposed organizational structure would be unique in Texas. Although there are a number of single institution Higher Education Centers, University System Centers, and Multi Institutional Teaching Centers, there are no centers that operate as part of a consortium.

Off-campus educational units are a means to extend academic credit courses and programs from a parent institution to locations away from an institution's main campus. Large off-campus units, such as university system centers and multi-institutional teaching centers, are expected to have substantial and growing student enrollments and a broad array of courses and programs that are offered by a single institution, system, or by multiple, unrelated institutions. Coordinating Board rules (Section 5.73(3)) require that off-campus educational units receive Board or Legislative approval due to the magnitude of their anticipated student enrollments and the need for coordinated efforts that may sometimes cross university systems.

The criteria used to evaluate requests for off-campus educational units are:

1. need for the facility based on projected student enrollments;
2. duplication of the offerings of existing institutions and higher education facilities within one hour's driving time of the proposed center;
3. access for students who might otherwise not enroll in upper-division and graduate courses;
4. faculty resources;
5. prospects for provision of high-quality teaching and learning;
6. adequacy of student support services; and
7. need for the proposed programs.

1. Need for the facility based on projected student enrollments:

Northwest Houston consists of the area within a 15 mile radius of the intersection of State Highway 249 and FAM 1960. With a population of 1.4 million people, the area has a larger population than San Antonio. This is an increase of 60 percent over the 1990 population of 875,502, and the area is estimated to grow to 1.7 million by 2015. The area's lower-division undergraduate coursework and programs are primarily provided by Lone Star College (48,520 students enrolled), but is also partially provided by Northwest Campus of the Houston Community College System (10,500 students enrolled). In addition to the community colleges, the area is also home to parts of at least five school districts that have a combined student population of more than 222,000.

Educational attainment data for Northwest Houston indicates that there is a need for upper-level educational services in the area. Sixty-seven percent of the area's more than 300,000 jobs are classified as white collar positions. Furthermore, only 28 percent of the area's population has earned a baccalaureate degree or higher.

Full-time student equivalent enrollment projections for each of the five centers are as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
Prairie View A&M University	159	340	581	590	598
Sam Houston State University	90	90	112	120	124
Texas Southern University					
University of Houston	0	158	180	196	212
University of Houston-Downtown	39	232	332	437	554

2. Duplication of the offerings of existing institutions and higher education facilities within one hour's driving time of the proposed center:

Although several of the proposed programs are duplicated at existing institutions within one hour's driving time of the proposed centers, all duplication takes place at the main campuses of consortium member institutions.

The consortium members plan to prevent unreasonable duplication through a careful review of proposed program offerings. Potential programs would be reviewed by a Coordinating Council made up of the chief academic officers of each of the three university systems involved, the Provost of Texas Southern University, and a representative, most likely the chief academic officer of Lone Star College. In addition to the responsibilities outlined above, this body would also have the authority to approve proposed degree programs, consider additional academic

program requests, resolve issues related to program duplication, and review each institution's delivery of approved programs. The council would also have the authority to rescind an institution's authority to offer a degree program if it has not done so in a timely fashion after gaining approval to do so.

The consortium is currently proposing a roster of degree programs that would include one doctoral degree, 17 master's degrees, 34 baccalaureate degrees, and one certificate program spread amongst the five centers. These proposed offerings offer a wide variety of degree programs that are currently being successfully offered at the home institutions of the five centers and include degree offerings in several high need and/or popular student programs such as education, nursing, business, and criminal justice. Coordinating Board staff do not, however, recommend approval of the proposed doctoral offering from Sam Houston State University at this time since all new distance education or off campus face-to-face doctoral offerings must be approved by the Distance Education Advisory Committee before Board approval.

3. Access for students who might otherwise not enroll in upper-division and graduate courses:

Under the consortium agreement, student recruitment would be the responsibility of each member institution and center. Each center would be expected to expand upon pre-existing relationships with area community colleges, school districts, and the community at large. Planned initiatives include expanding upon existing or developing new 2+2+2 arrangements so that students move seamlessly from high school to a local community college to one of the coordinated Higher Education Centers in pursuit of their baccalaureate degree. Consortium member-institutions already have articulation agreements in place with area community colleges, and these agreements would also be expanded. Finally, participating institutions would also examine existing joint admissions programs to find ways to utilize those agreements to assist with the successful transfer of students and credit from two-year institutions to four-year institutions. Given the racial and ethnic diversity of the area (52 percent white, 29 percent Hispanic, 14 percent African American, and 6 percent Asian), efforts to successfully transfer community college students from two-year programs and into four-year programs are extraordinarily important.

4. Faculty resources:

Each university center would be responsible for providing its own faculty and student support service personnel. Faculty would be appropriately credentialed for the courses and programs in which they would teach and the quality and rigor of instruction at the centers would not differ from that found at the home institutions.

5. Prospects for provision of high-quality teaching and learning:

Each center would be responsible for the quality of its degree programs. Some indicators of effective teaching and learning at the participating institutions are provided below.

In 2008, Prairie View A&M University posted a 16.7 percent graduation rate for students who had completed at least 30 semester credit hours at a two-year Texas college, while the

statewide average was 34.2 percent. In fall 2008, Prairie View had a 17:1 student-to-faculty ratio (FTSE:FTFE) and 51.6 percent of the faculty were either tenured or tenure track compared to a statewide 20:1 student-to-faculty ratio and 64.4 percent tenured/tenure track faculty. Additionally, as of fall 2007, 83.5 percent of Prairie View's baccalaureate graduates were either enrolled in a graduate program or employed within one year of graduation, compared to the state average of 80.6 percent.

In 2008, Sam Houston State University posted a 44.2 percent graduation rate for students who had completed at least 30 semester credit hours at a two-year Texas college, while the state average was 34.2 percent. In fall 2008, Sam Houston State had a 17:1 student-to-faculty ratio (FTSE:FTFE) and 64.2 percent of the faculty were either tenured or tenure track compared to a statewide 20:1 student-to-faculty ratio and 64.4 percent tenured/tenure track faculty. Additionally, in fall 2007, 83.1 percent of Sam Houston State's baccalaureate graduates were either enrolled in a graduate program or employed within one year of graduation, compared to the state average of 80.6 percent.

In 2008, Texas Southern University posted a 13.8 percent graduation rate for student who had completed at least 30 semester credit hours at a two-year Texas college while the state average was 34.2 percent. In fall 2008, Texas Southern had a 25:1 student-to-faculty ratio (FTSE:FTFE) and 51.1 percent of the faculty were either tenured or tenure track compared to a statewide 20:1 student-to-faculty ratio and 64.4 percent tenured/tenure track faculty. Additionally, in fall 2007, 80.6 percent of Prairie View's baccalaureate graduates were either enrolled in a graduate program or employed within one year of graduation, compared to the state average of 80.6 percent.

In 2008, the University of Houston posted a 35 percent graduation rate for student who had completed at least 30 semester credit hours at a two-year Texas college while the state average was 34.2 percent. In fall 2008, the University of Houston had a 24:1 student-to-faculty ratio (FTSE:FTFE) and 51.6 percent of the faculty were either tenured or tenure track compared to a statewide 20:1 student-to-faculty ratio and 64.4 percent tenured/tenure track faculty. Additionally, in fall 2007, 79 percent of the University of Houston's baccalaureate graduates were either enrolled in a graduate program or employed within one year of graduation, compared to the state average of 80.6 percent.

In 2008, the University of Houston-Downtown posted a 46.6 percent graduation rate for student who had completed at least 30 semester credit hours at a two-year Texas college while the state average was 34.2 percent. As of fall 2008, the University of Houston-Downtown had a 21:1 student-to-faculty ratio (FTSE:FTFE) and 55.3 percent of the faculty were either tenured or tenure track compared to a statewide 20:1 student-to-faculty ratio and 64.4 percent tenured/tenure track faculty. Additionally, in fall 2007, 82.6 percent of the University of Houston's baccalaureate graduates were either enrolled in a graduate program or employed within one year of graduation, compared to the state average of 80.6 percent.

6. Adequacy of student support services:

Each of the university centers would be responsible for assuring that students have access to comparable student services to those found on their respective home campuses. Students at each of the centers would be able to apply for admissions online through the state's Apply

Texas program in addition to having access to staff at the centers to assist with questions regarding the application process. Students at each of the centers would also have access to on-site academic advising services as well as the online advising services offered by each of the home institutions. Other services available for students at the centers would include registration and enrollment, financial aid, specialized recruitment and retention programs, and testing services. Each of the five institutions involved in the consortium has committed to increasing its recruitment and advising events in Northwest Houston as a part of its participation in the consortium.

7. Need for the proposed programs:

The consortium has provided some rationale for the selection of programs to be offered by the five Higher Education Centers. Program duplication was taken into consideration and allowed only when there existed a sufficient student demand for more than one program and/or the programs would be offered in significantly different ways to different target audiences. All total, the five centers participating in the consortium would offer a total of 17 master's programs, 34 baccalaureate programs, and one certificate program. Duplication of the M.Ed., Administration and Supervision, is due to the fact that each institution currently has approval to offer the degree as an off-campus program in the area. Center program offerings are as follows:

Prairie View A&M University

- M.A., Counseling
- M.S., Accounting
- M.S., Nursing (Nursing Administration)
- M.S., Nursing (Nursing Education)
- M.Ed., Administration and Supervision

Sam Houston State University

- B.A./B.S., Sociology
- B.A., Spanish
- B.S., Interdisciplinary Studies with EC-12 Special Education
- B.S., Interdisciplinary Studies with 4-8 Math
- B.S., Interdisciplinary Studies with 4-8 Science
- B.S., Interdisciplinary Studies with 4-8 English, Language Arts, Reading and Social Studies
- B.S., Kinesiology
- M.A., Instructional Leadership
- M.A., Special Education
- M.A., School Counseling
- M.Ed., Special Education
- M.L.S., Library Science
- M.Ed., Administration and Supervision

Texas Southern University

- B.A., Entertainment and Recording Industry
- B.B.A., Management and Information Systems
- B.S., Administration of Justice
- B.S., Computer Engineering Technology
- B.S., Electronics Engineering Technology
- B.S., Aviation Sciences Management

AGENDA ITEM VII-N

Page 7

- B.S., Environmental Health

University of Houston

- B.A., Communication
- B.S., Consumer Science and Merchandising
- B.S., Logistics and Supply Chain Technology
- B.S., Organizational Leadership and Supervision
- Bridge Program in Hotel and Restaurant Management
- Bridge Program in Engineering
- Global Business Minor
- M.S., Human Resource Development
- M.S., Technology Project Management
- Graduate Certificate in Accountancy
- M.Ed., Administration and Supervision

University of Houston-Downtown

- B.A., Humanities
- B.A., Interdisciplinary Studies with 4-8 Generalist
- B.A., Interdisciplinary Studies with 4-8 Bilingual Generalist
- B.A., Math with Secondary Certification in Business, Natural Science or Social Sciences
- B.A./B.S., Social Sciences
- B.A.A.S., Safety Management
- B.B.A., Accounting
- B.B.A., Finance
- B.B.A., Computer Information Systems
- B.B.A., General Business
- B.B.A., Management
- B.A.A.S., Criminal Justice
- B.S., Criminal Justice
- B.S., Biological and Physical Sciences with Secondary Teacher Certification
- M.A.T., Teaching
- M.S., Criminal Justice

The 2006-2016 Texas Workforce Commission projections indicate a strong regional workforce need for several of the proposed programs. Of the proposed program, 36 of the programs had identifiable jobs that were anticipated to grow at a 20 percent or higher rate between 2006 and 2016. The highest growth areas included those associated with criminal justice programs (53 percent growth rate), nursing education (46 percent growth rate), elementary and secondary educational administration (44 percent growth rate), special education (54 percent growth rate), elementary education (51 percent growth rate), and computer engineering (41 percent). Other proposed programs reflect high student demand, such as business, communication, and library science.

Other considerations:**Revenue and Cost**

Each institution has presented a business plan that has calculated anticipated costs, including faculty and staff expenses, support service costs, administrative overhead, and facility costs, as well as anticipated revenues from tuition and fees and formula funding beginning during the centers' third year. The table below details each center's anticipated revenue and costs as well as the projected shortfalls and profits. Institutional reserves would be used to cover shortfalls.

		Year 1	Year 2	Year 3	Year 4	Year 5
Prairie View A&M University	Revenue Projections	\$414,684	\$877,410	\$2,199,674	\$2,301,100	\$2,410,257
	Expense Projections	\$1,101,143	\$1,675,624	\$2,523,868	\$2,527,491	\$2,533,528
	Over/Under	(\$686,459)	(\$798,214)	\$324,194	\$226,391	\$123,271
Sam Houston State University	Revenue Projections	\$1,130,203	\$1,130,203	\$1,536,658	\$1,648,103	\$1,696,829
	Expense Projections	\$1,207,497	\$1,386,408	\$1,528,428	\$1,524,460	\$1,612,965
	Over/Under	(\$327,294)	(\$256,205)	\$8,230	\$123,643	\$83,864
Texas Southern University	Revenue Projections	\$631,750	\$923,000	\$1,321,360	\$1,667,463	\$2,140,063
	Expense Projections	\$1,305,975	\$946,350	\$1,084,300	\$1,248,750	\$1,398,750
	Over/Under	(\$674,225)	(\$23,350)	\$237,060	\$418,713	\$741,313
University of Houston	Revenue Projections	\$684,900	\$1,666,800	\$2,865,699	\$3,091,599	\$3,426,353
	Expense Projections	\$1,478,106	\$1,810,107	\$2,307,218	\$2,435,298	\$2,394,178
	Over/Under	(\$793,206)	(\$143,307)	\$558,480	\$656,300	\$1,032,174
University of Houston-Downtown	Revenue Projections	\$151,385	\$914,957	\$2,059,957	\$2,475,114	\$3,613,406
	Expense Projections	\$1,216,589	\$1,828,599	\$2,207,825	\$2,645,429	\$3,172,547
	Over/Under	(\$1,065,204)	(\$913,642)	(\$147,868)	(\$170,315)	\$440,859

