

College of Criminal Justice Deans and Chairs Retreat 2017

Objectives:

- Identify trends informing action
 - Enrollment
 - Growth patterns
 - Faculty capacity to meet need
 - Number
 - Areas of expertise
- Identify priorities to guide decisions
 - State-wide
 - Institutional
 - College-wide
- Identify barriers to progress
 - Resources
 - Cultural
- Identify resources to address barriers
 - Leadership
 - Policy
- Formulate a path forward

Approach: Four W's

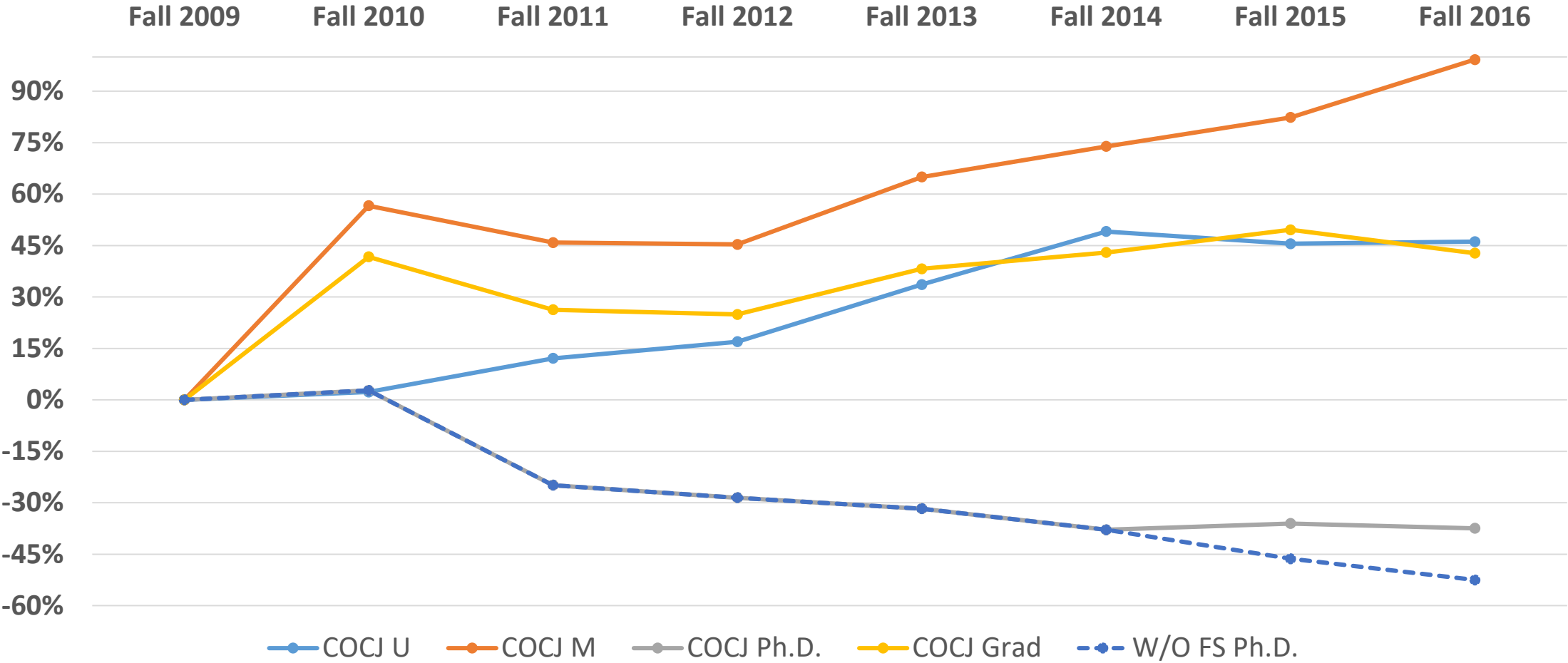
- **Witness: What I see (COCJ, SHSU, TX).**
 - In hopes that you see it, too.
 - Align perspective and decisions.
- **Worries: What I worry about**
 - Resources not aligned with need.
 - Notorious B.I.G. problem
 - Activities not aligned with mission.
 - Untenable narrowing of mission in CJ/C
 - # & type of students, curriculum, faculty hires
- **Wonder: What I wonder about**
 - Better messaging to faculty about the breadth of our mission
 - Revisiting our dis/incentives
- **Watching: What I'll be watching for**
 - Data-driven decisions informed by priorities

Witness

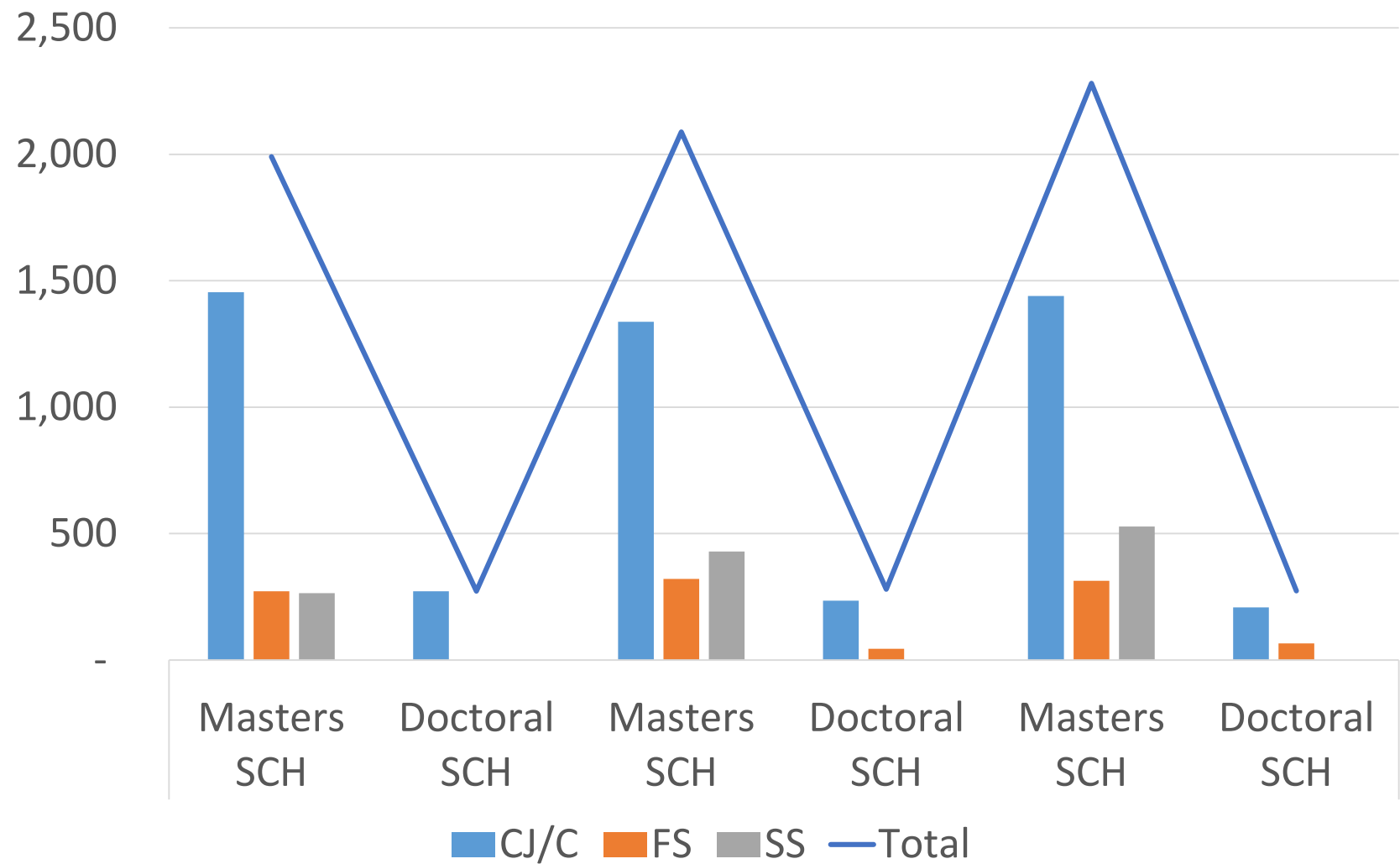
Trends

College growth is variable across degrees and undergraduate education relies increasingly on adjuncts.

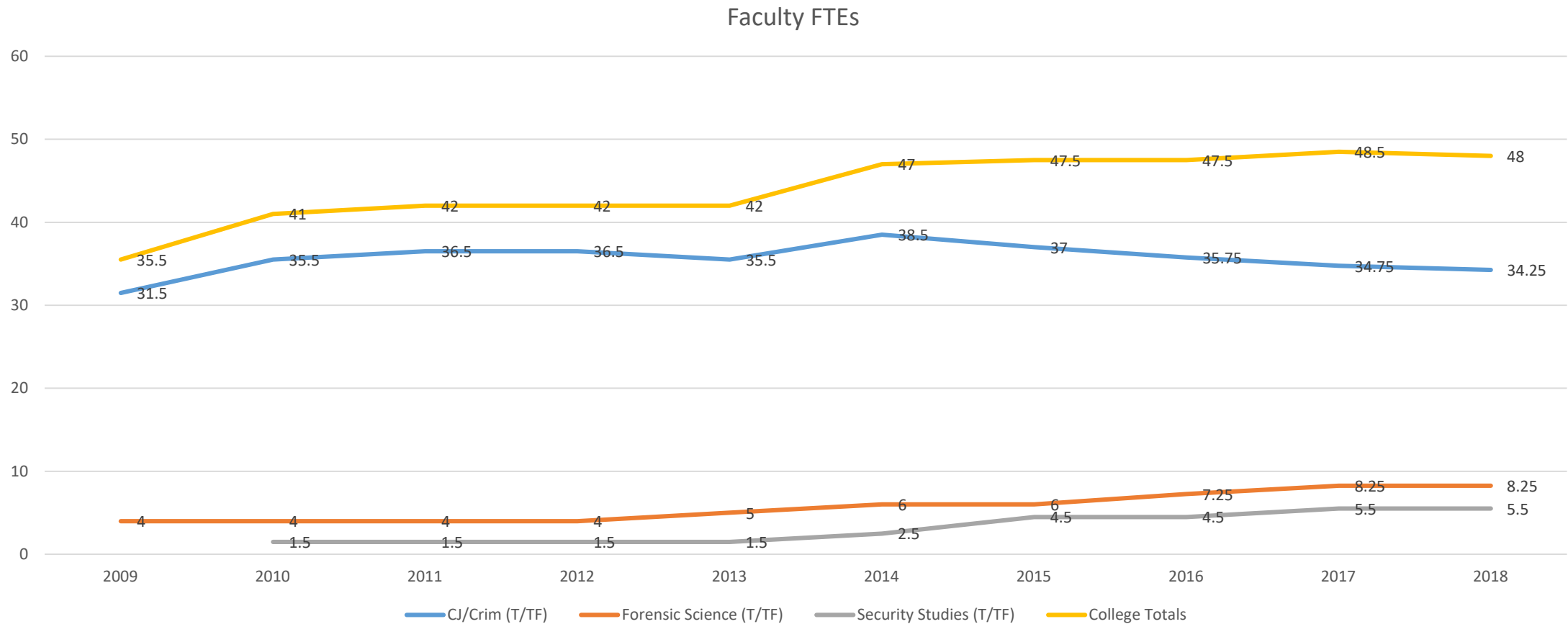
COCJ Growth Breakdown by Classification



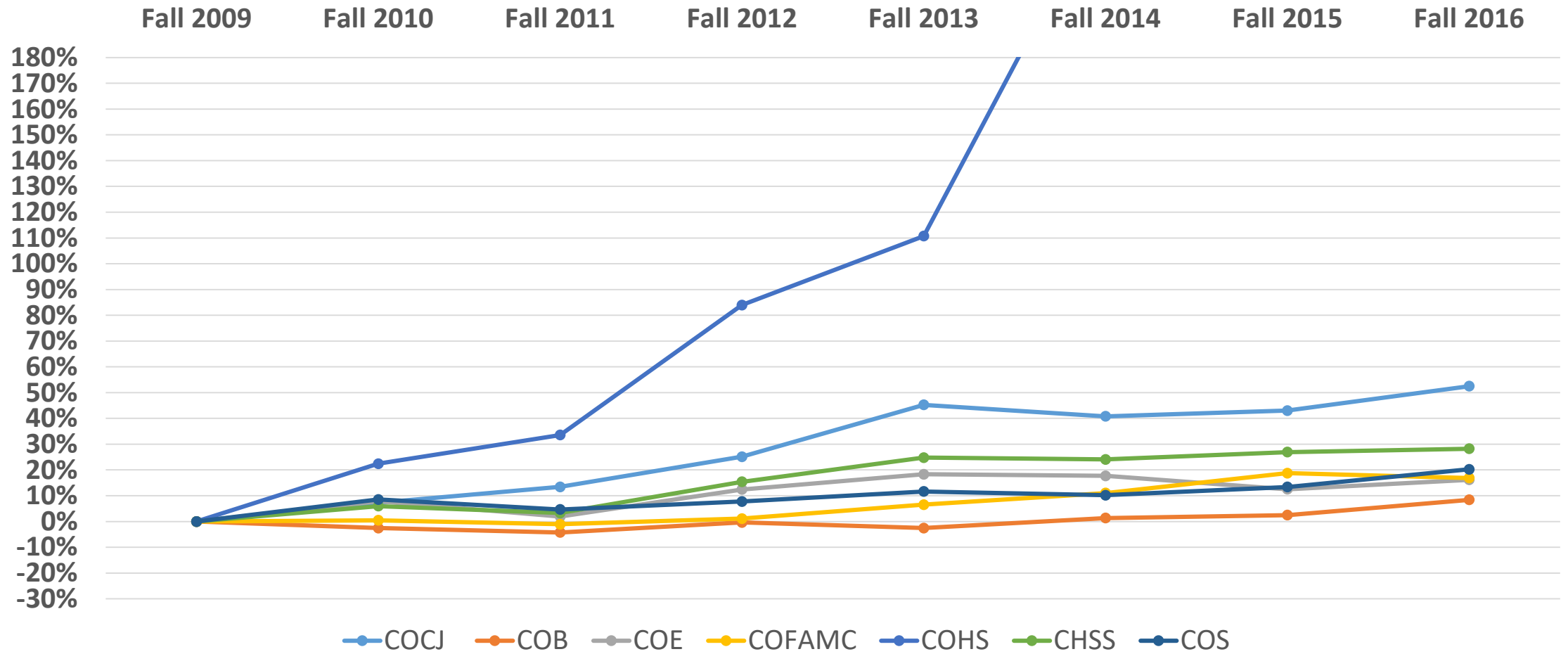
COCJ Graduate Growth by Department



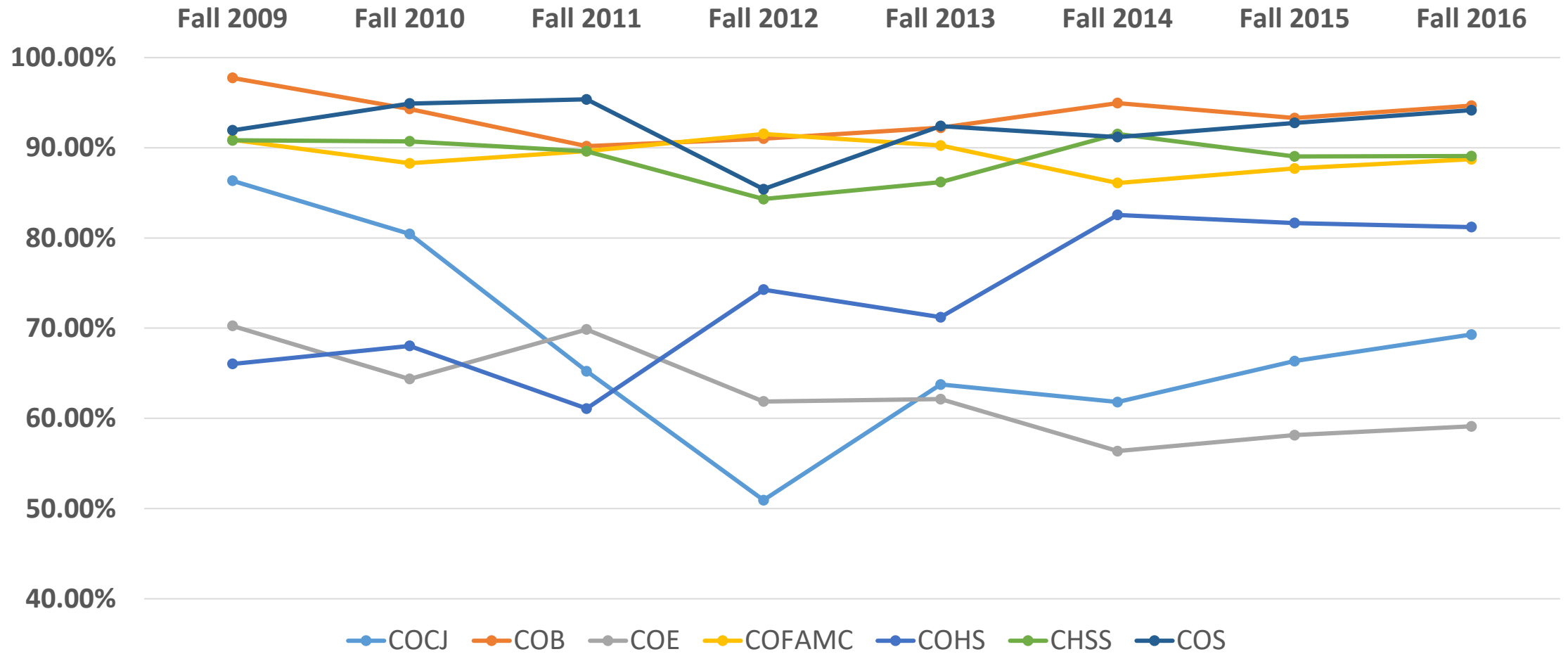
Faculty FTE: College and Department



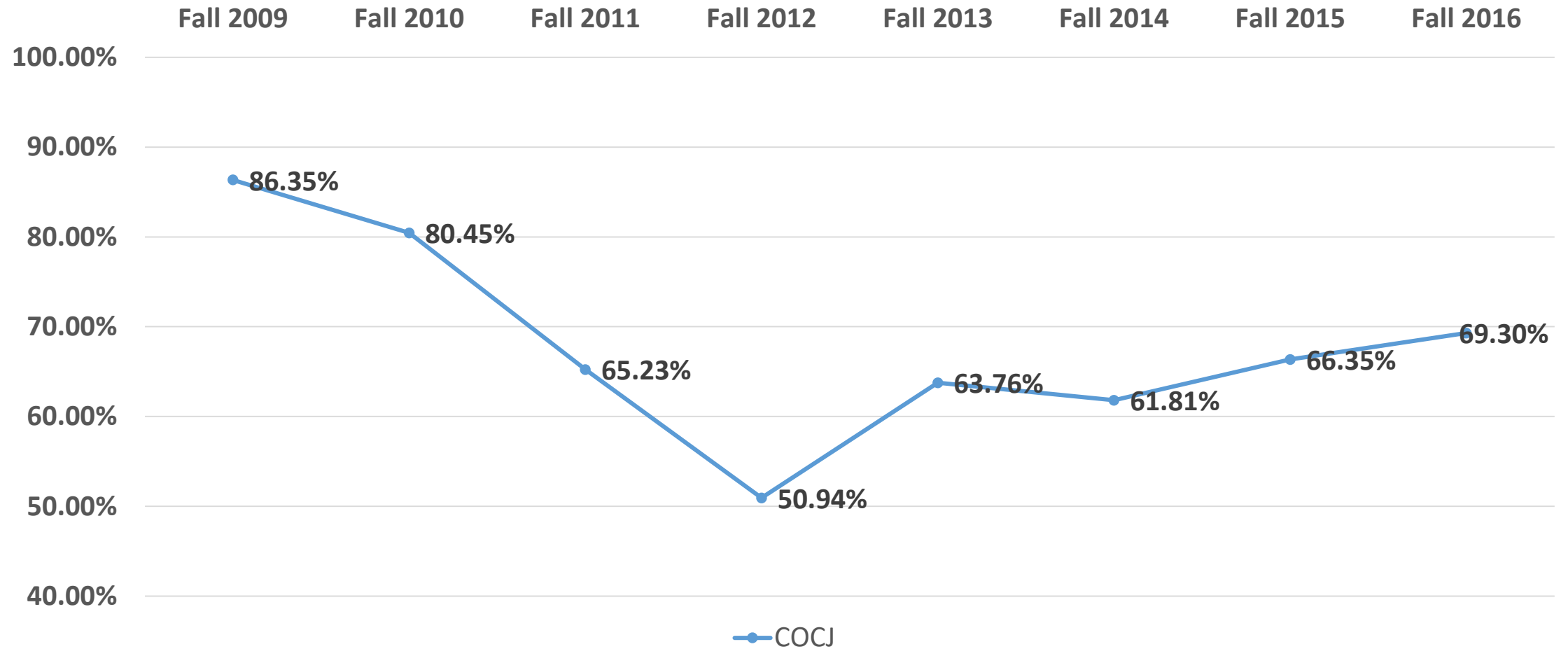
Faculty FTE Comparison by College



Percentage taught by FT Faculty

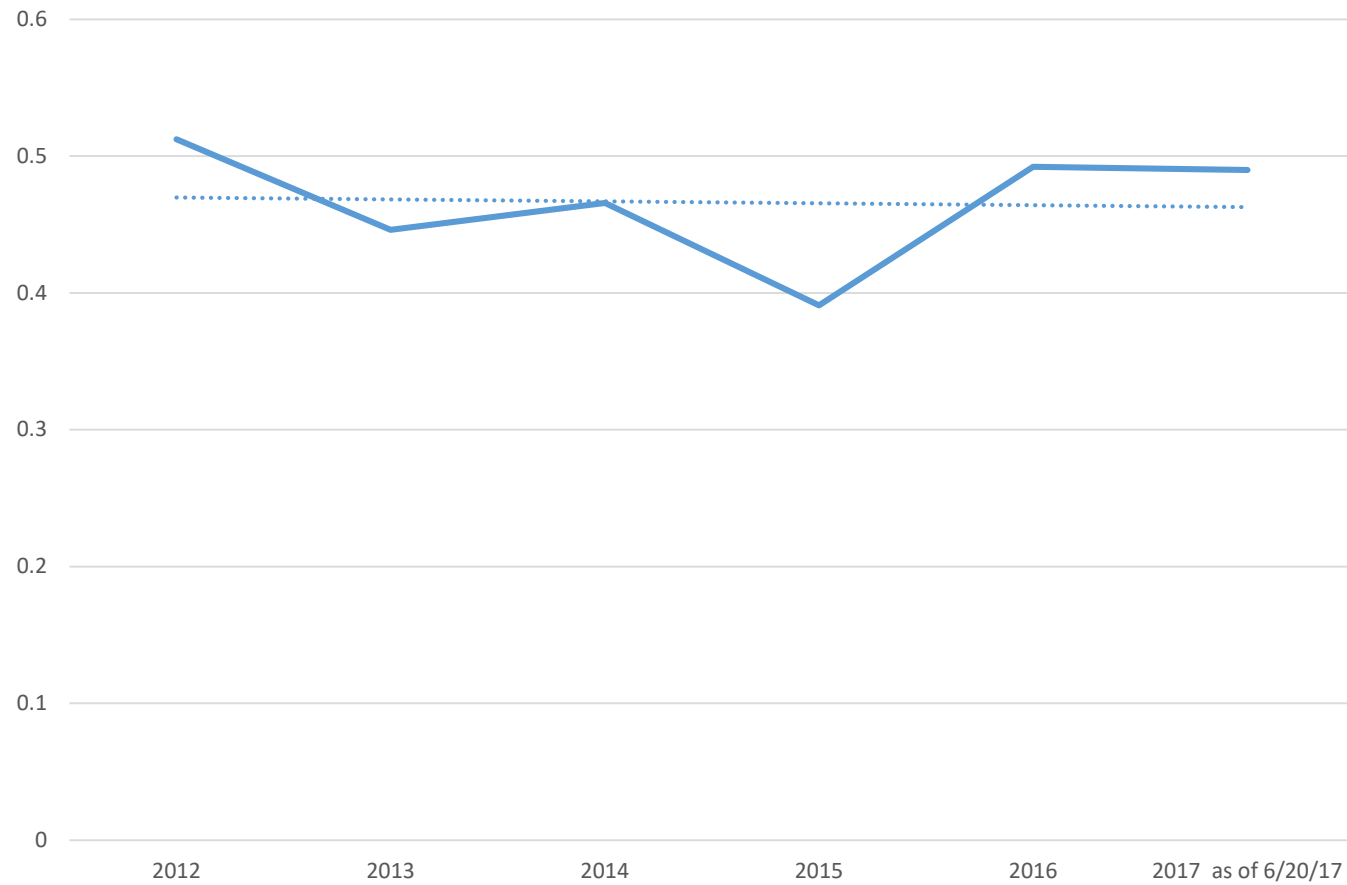


Percentage taught by FT Faculty

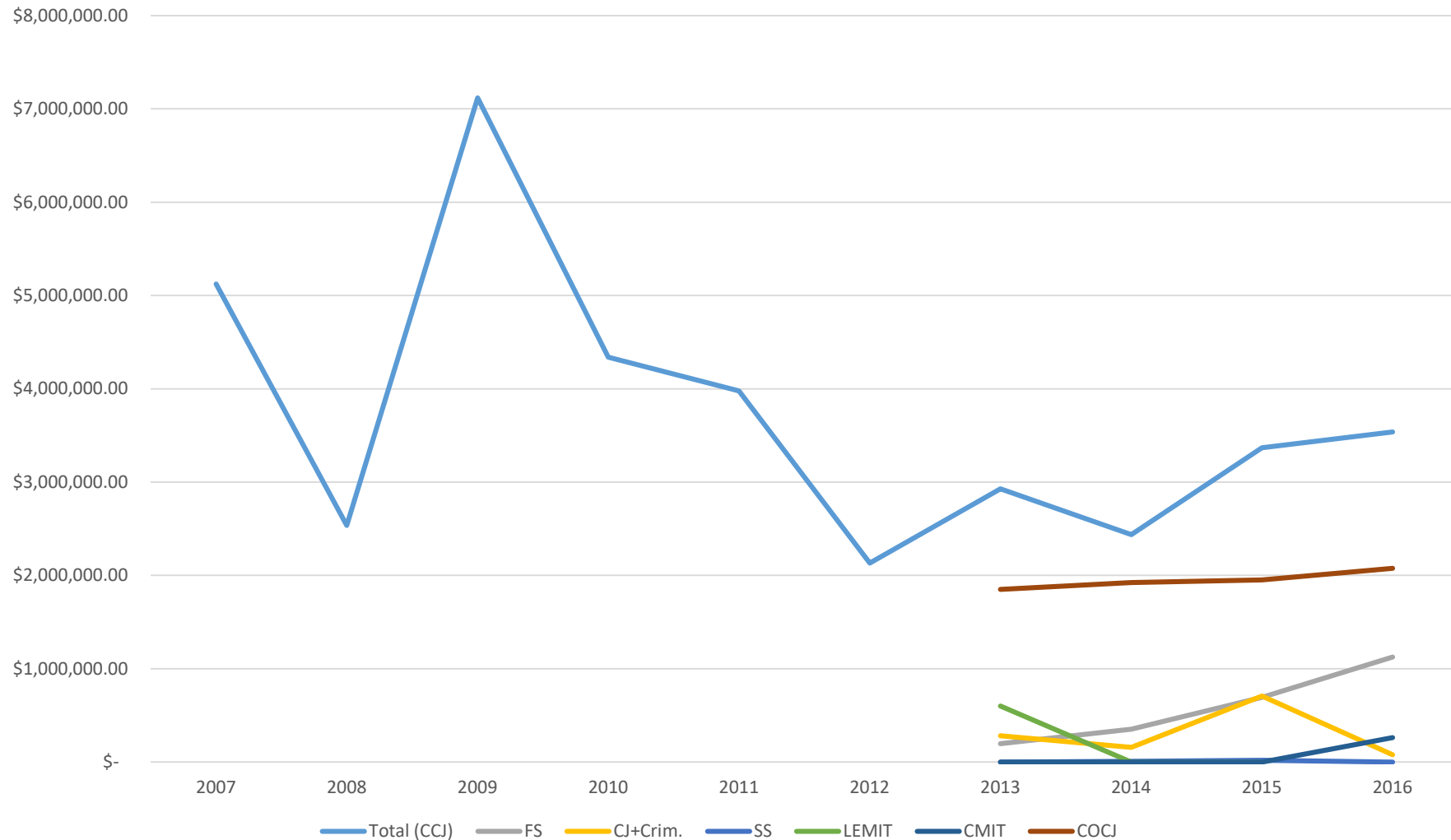


COCJ has a disproportionate share of grants, but much of that is not from faculty and results in few buyouts.

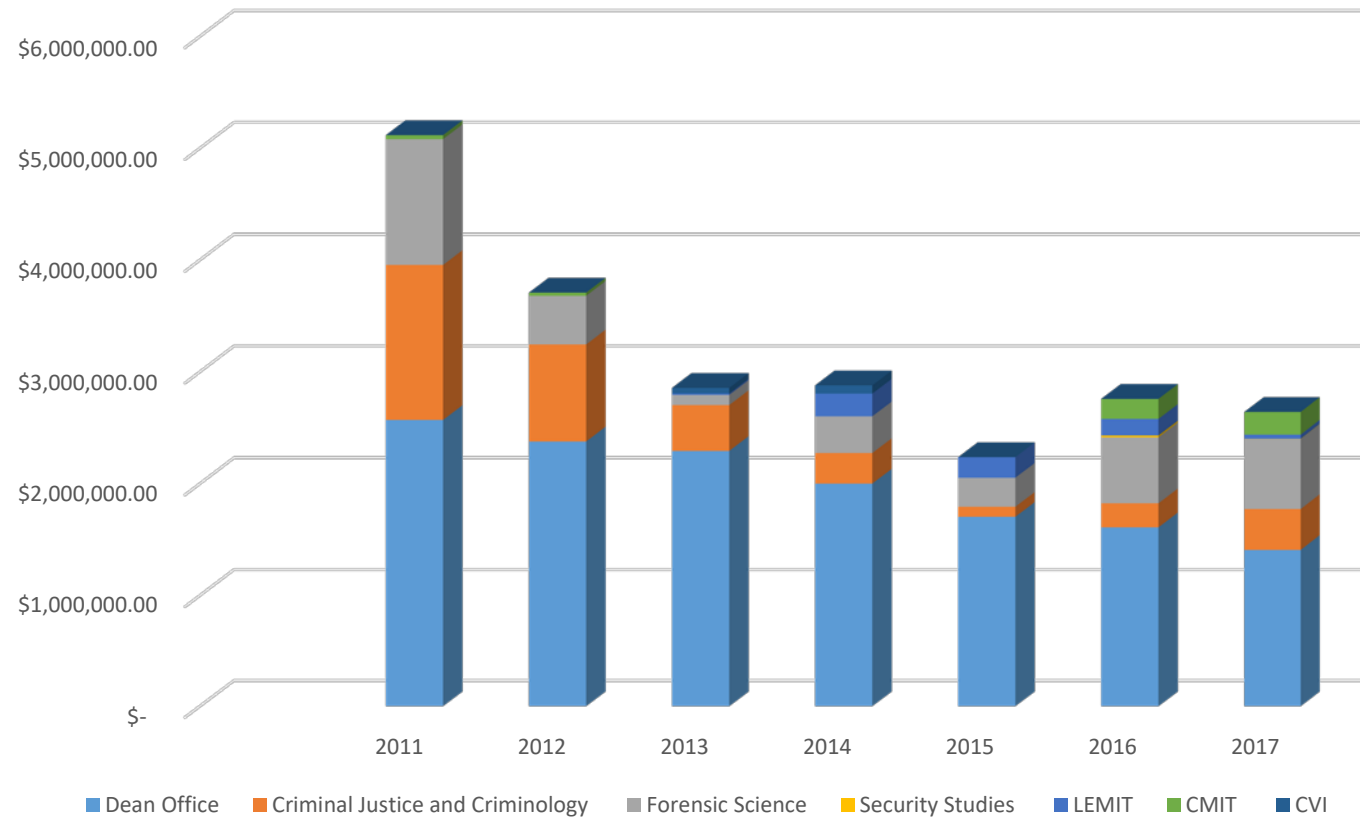
Percentage of SHSU Grants Secured by COCJ



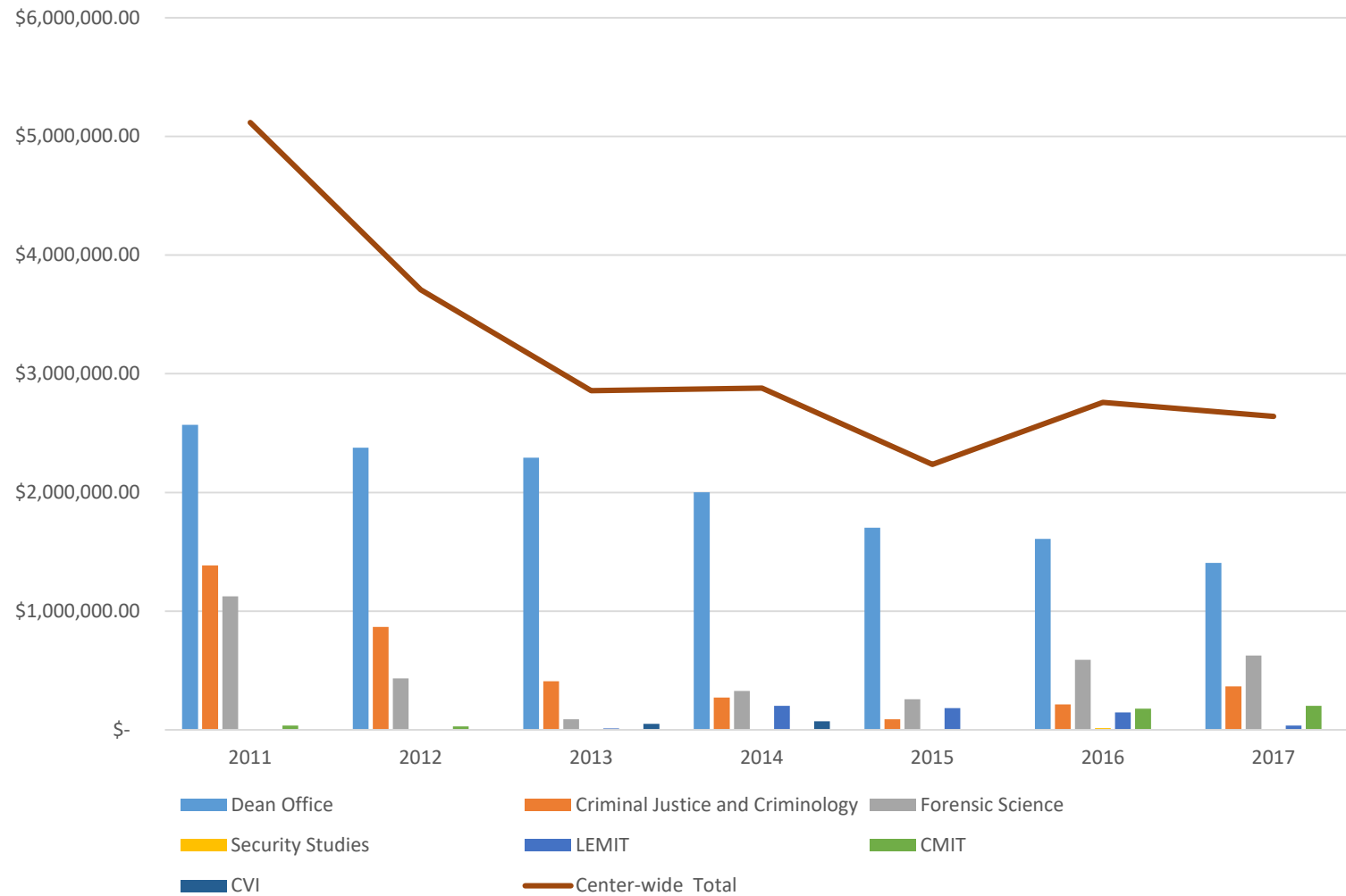
External Funding by Start Date and Area



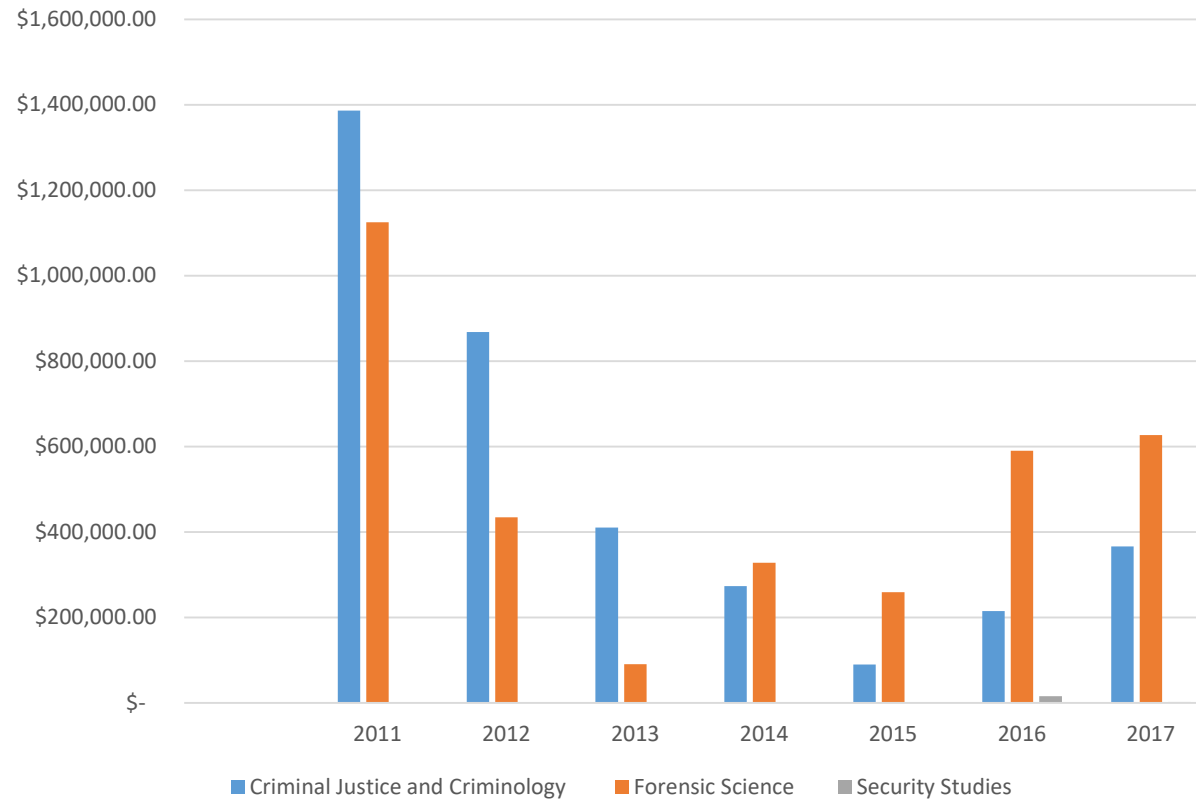
External Funding Amounts & Internal Sources



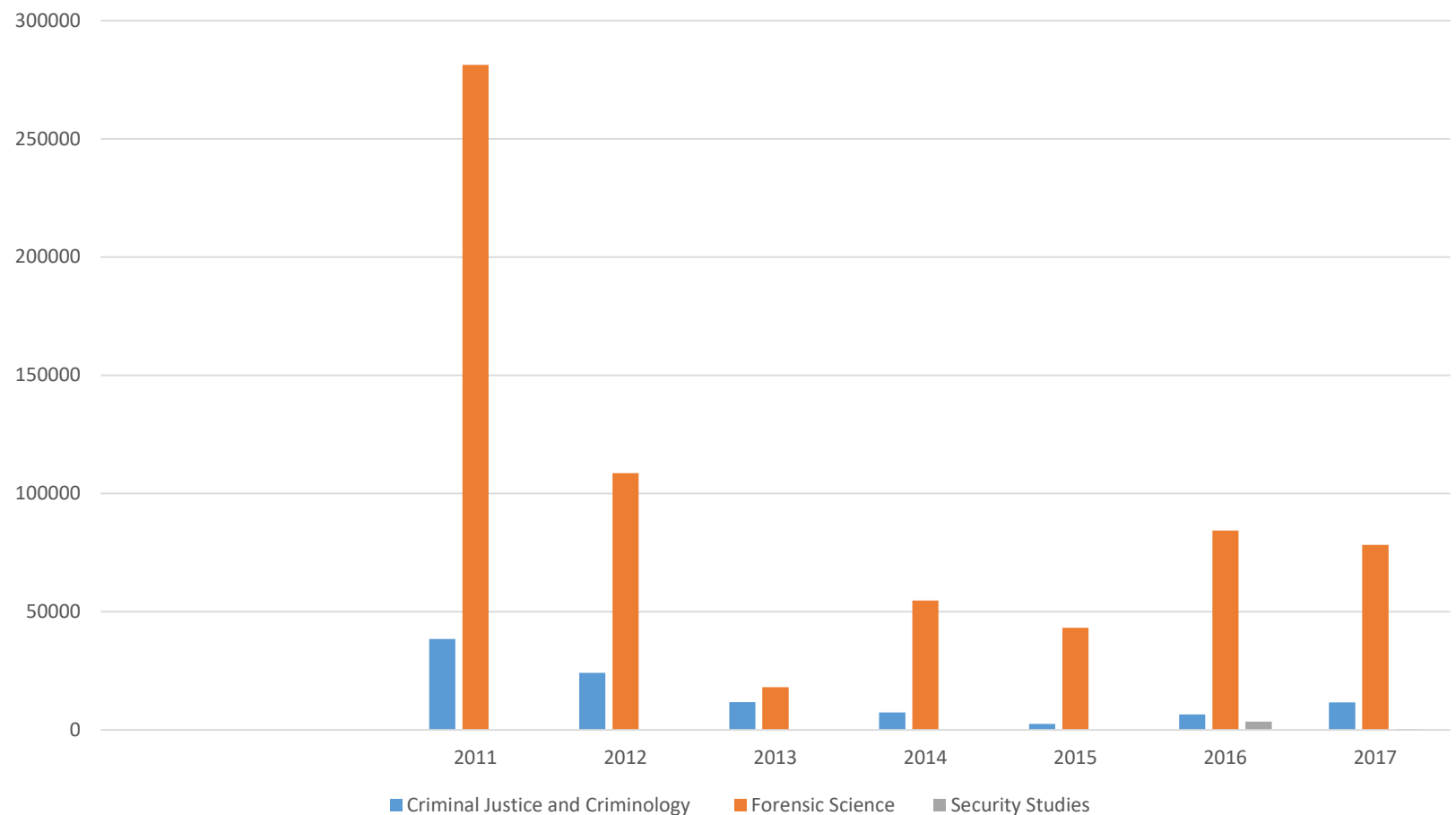
Center-Wide External Funding (Expended)



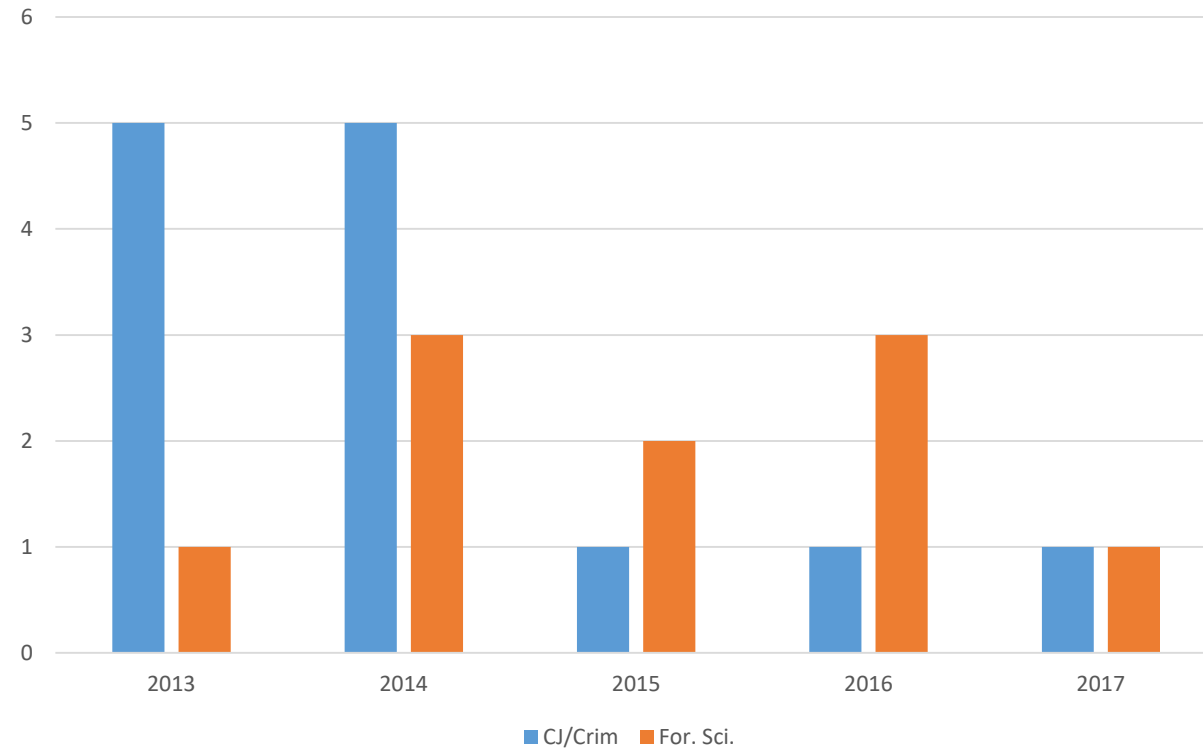
External Funding by Dept. (Expended)



Average Per T/TF EF by Dept. (Expended)



Number of .25 FTE Buyouts by Year



Priorities

Workforce readiness, outcome-based approaches, and state economic interests/competitiveness are priorities.



Goals

- 60x30
- Completion
- Marketable Skills
 - “The marketable skills goal emphasizes the value of higher education in the workforce.”
- Student Debt

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.





The plan provides latitude for two- and four-year institutions and encourages local creativity in pursuing the 60x30TX goals as institutions pursue their own distinct missions.



Two- and four-year colleges in Texas will need to consider more explicitly the primary reason most students attend college.



The intention of the goals and targets is to help students, institutions of higher education, employers, and the state to succeed using a shared vision of excellence for higher education in Texas.



Aligning higher education in Texas with the workforce is important, in addition to teaching students in broad ways that allow for flexibility in career choices.



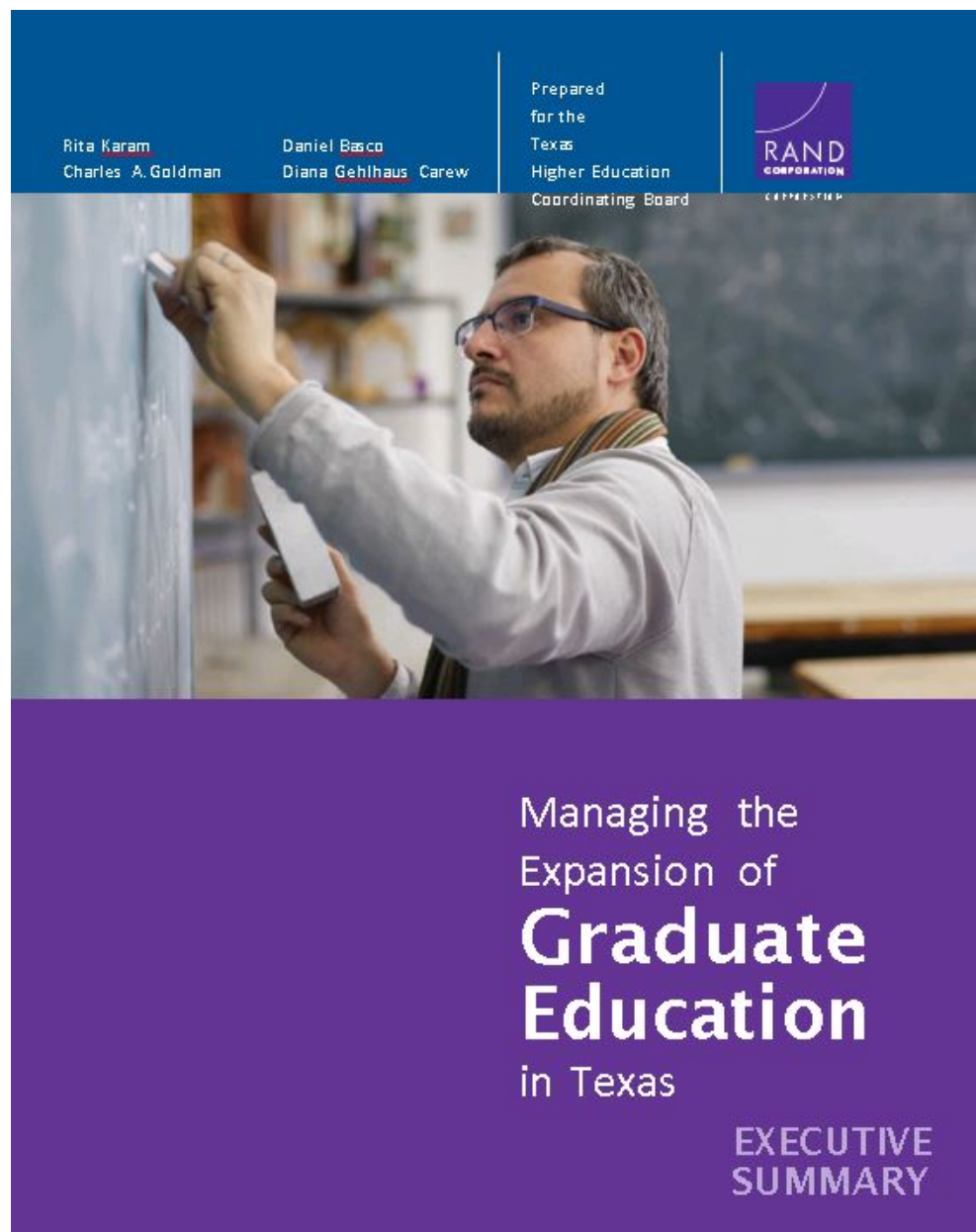
Some sectors of the state's economy could not hire enough workers with the required skillsets to meet workforce demand.



Building on *Closing the Gaps*, Texas must continue to re-imagine "college" and "college-going" to meet the state's workforce needs.



Reaching the 60x30 goal is essential for Texas to remain globally competitive and for its people and communities to prosper.



Implicit Prioritization of Grad. Programs

- Graduate education expansion needs to be well managed and directed toward the fields that need advanced skills the most; otherwise graduate programs could become misaligned with state needs and resources.
- In this study, we focus on state competitiveness as the ultimate impact of interest for THECB and state policymakers
- These outcomes help create a strong workforce, fuel innovation, promote business growth, and improve institutional prestige, ultimately strengthening the state's overall competitiveness.

from labor market data, comparisons with other states, and discussions with institution and system leaders to assess Texas's need to expand graduate degree production in particular. THECB expects to develop a strategic plan to align graduate education in the state with the goals of the 60x30TX plan. Findings from this study may be useful in framing issues that THECB should address in that strategic plan.

review student access regularly and consider alternative pathways when needed. Although institutions should be able to expand their research or Ph.D. programs, they and the state should also be sensitive to how such expansion could affect student admission to undergraduate programs. The institution or its system could periodically review any changes in student access. If changes in admission occur, we recommend that the institution or system explore alternatives for how

and collaboration. This recommendation does not mean that there should not be similar graduate programs within the same system or across systems. As long as there is student and workforce demand and the programs are of high quality and are serving various regions in Texas, duplication is not a problem. However, in instances where the student and workforce demand are insufficient and not all institutions are equally equipped to implement high-quality research graduate programs, collaboration

In this study, we focus on state competitiveness as the ultimate impact of interest for THECB and state policymakers. Inputs for public higher education institutions include research and development (R&D) obligations, state appropriations, and student tuition, which lead to high-quality research and well-prepared graduates. These outcomes help create a strong workforce, fuel innovation, promote business growth, and improve institutional prestige, ultimately strengthening the state's overall competitiveness. Students who earn graduate degrees are also likely to benefit from expanded career opportunities and higher incomes.

this pipeline and increase the representation of domestic students in Texas graduate programs. Because minority groups, especially Hispanics, are underrepresented in Texas graduate degree awards, efforts to attract more domestic students should also aim to increase the number of underrepresented students entering these graduate programs.

Track graduate job placement. Finally, THECB could require institutions to track student job placements during the program review to see if the graduate programs have placed students in the labor market as intended. This requirement will signify to institutions the expectation to track this information and to invest in efforts to analyze labor market data more systematically. Institutions are likely to need additional resources to be able to track graduate student placement, especially at the master's level. The state could explore options for providing resources to the institutions.

However, institutions could improve their mechanisms for matching their graduate programs with workforce needs by engaging in ongoing research activities and surveying employers and graduates to assess demand for skills and the quality of graduates.

carefully to ensure that they maximize the benefits to Texas and the United States. While expanding graduate programs and research is an opportunity to build institutional prestige, it can also be unproductive if institutions expand in areas not related to state economic needs. Institutions may also seek to develop large-scale online programs to increase operating margins in the face of constrained state funding. These programs may expand access and increase revenue, but they may also dilute quality.

SHSU emphasizes intellectual transformation, lifelong learning and data-driven decision making.

Sam Houston State University – Strategic Plan Model

MISSION: Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national and international constituencies.



SUPPORTING STRATEGY:



Lifelong Learning

Foster a lifelong learning environment in support of a diverse faculty and staff who are excellent scholars, educators and professionals.



Stimulating Environment

Promote a stimulating learning environment through The integration of academic settings, campus culture and service.



Intellectual Transformation

Increase and develop university resources and infrastructures that support the intellectual transformation of students.



Anticipating Needs

Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.



Data-Driven Decision Making

Promote efficient data-driven decision making through the integration of centralized data analysis, review and dissemination.

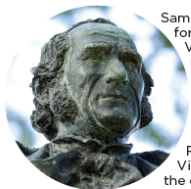


Enhanced Outreach

Cultivate a continually sensitive and proactive response to the ever-changing needs of our constituents.



Provost and Vice President of Academic Affairs



Sam Houston State University (SHSU) is searching for a candidate to fill the position of Provost and Vice President for Academic Affairs. The Search Committee will begin reviewing applications May 16, 2016, and continue until the position is filled, with a preferred appointment date on or before January 1, 2017.

Responsibilities

Reporting directly to the President, the Provost/Vice President for Academic Affairs (VPAA) is the chief academic officer of the university and is a member of the executive cabinet. The Provost/

VPAA is responsible for the seven colleges and the academic departments including Graduate Studies, Distance Learning, Research and Sponsored Programs, Newton Gresham Library, Academic Planning & Assessment, and the Vice Provost's office. The Provost/VPAA is responsible for the development, management and delivery of academic programs, to include oversight and leadership of the university's priorities.

Qualifications

Sam Houston State University seeks an energetic, dynamic academic leader with an earned doctorate and a significant record of academic, administrative and research experience. The successful candidate will possess the following leadership attributes:

- An experienced and proven leader who can develop academic programs at the bachelor's, master's and doctoral levels of preeminent reputation.
- An outstanding communicator who possesses skills in addressing, listening and responding to diverse groups including faculty, staff, students and external constituencies.
- An enthusiastic advocate of academic integrity, high ethical standards, social and environmental responsibility, and shared governance.
- An energetic and proven promoter of teaching excellence who can continue the development of a student-centered faculty, innovative new programs, and interdisciplinary curricula.
- A committed and experienced supporter of research excellence who can foster the expansion of research and creative initiatives, and promote applied education in the curriculum.
- A staunch proponent of service learning in a university curriculum who can continue the advancement of institutional and community service as an integral part of the university's mission.
- A passionate supporter of diversity in the student body, faculty and operations who can also appreciate the geographic, social, economic, cultural and political contexts.
- An entrepreneurial and experienced leader who can expand online learning and foster new strategic academic program development.
- An advocate of the student experience who can effectively support campus life for a variety of student types, including traditional, nontraditional, undergraduate and graduate students.
- A dynamic individual who can effectively partner with the President, Texas State University System, members of the Texas Higher Education Coordinating Board, and other system university Provosts/VPAs to discuss ideas, initiatives, and state-level priorities.
- A forward-thinking administrator who can implement a defined vision for the institution through strategic planning that incorporates planned growth, adequacy of resources, the highest levels of accreditation and quality, an emphasis on retention, and the progressive application of technology in all aspects of the university's mission.

Sam Houston State University was founded in 1879, and named after General Sam Houston, a pivotal figure in Texas and U.S. history. As the third oldest public institution in Texas, SHSU was originally established to prepare teachers. Today, the university, with an enrollment of over 20,000, is a Carnegie Doctoral/Research institution offering a broad range of award-winning academic programs in both traditional face-to-face and online courses. Sam Houston offers over 80 bachelor's degree programs, more than 50 master's degree programs, and 8 doctoral programs in business, criminal justice, education, fine arts and mass communications, humanities, sciences, health, and social sciences.

SHSU is a member of the Texas State University System and accredited by the Southern Association of Colleges and Schools. The University has attained national and international recognition including the 2010 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.

Applicants should submit their information to
shsu.peopleadmin.com/postings/14951.



shsu.edu



/SamHoustonState



@samhoustonstate

Qualifications

Sam Houston State University seeks an energetic, dynamic academic leader with an earned doctorate and a significant record of academic, administrative and research experience. The successful candidate will possess the following leadership attributes:

- An experienced and proven leader who can develop academic programs at the bachelor's, master's and doctoral levels of preeminent reputation.
- An outstanding communicator who possesses skills in addressing, listening and responding to diverse groups including faculty, staff, students and external constituencies.
- An enthusiastic advocate of academic integrity, high ethical standards, social and environmental responsibility, and shared governance.
- An energetic and proven promoter of teaching excellence who can continue the development of a student-centered faculty, innovative new programs, and interdisciplinary curricula.
- A committed and experienced supporter of research excellence who can foster the expansion of research and creative initiatives, and promote applied education in the curriculum.
- A staunch proponent of service learning in a university curriculum who can continue the advancement of institutional and community service as an integral part of the university's mission.
- A passionate supporter of diversity in the student body, faculty and operations who can also appreciate the geographic, social, economic, cultural and political contexts.
- An entrepreneurial and experienced leader who can expand online learning and foster new strategic academic program development.
- An advocate of the student experience who can effectively support campus life for a variety of student types, including traditional, nontraditional, undergraduate and graduate students.
- A dynamic individual who can effectively partner with the President, Texas State University System, members of the Texas Higher Education Coordinating Board, and other system university Provosts/VPAs to discuss ideas, initiatives, and state-level priorities.
- A forward-thinking administrator who can implement a defined vision for the institution through strategic planning that incorporates planned growth, adequacy of resources, the highest levels of accreditation and quality, an emphasis on retention, and the progressive application of technology in all aspects of the university's mission.

The Center's mission remains focused on research, teaching, professional development, and service.



Criminal Justice Center

R
E
S
E
A
R
C
H

T
E
A
C
H
I
N
G

U

T
E
A
C
H
I
N
G

G

P
R
O
F

D
E
V

T
E
C
H

A
S
S
T

The Mandate

Worry

Money and Mission

Money:

- Increased undergraduate enrollments \neq T/TF hires
 - T/TF have not absorbed the growth
- \downarrow Ph.D. SCH (50%)
 - $\rightarrow \downarrow \$$
 - Out of step with past and ADPCCJ
- Grant expenditures \downarrow (50%)
- Buyouts \downarrow (67%)
- Half(ish) of grants are pass-throughs
 - Excludes PRC

Mission

- Masters needs not addressed
- Deafening silence on undergraduate programs
- Diversity
- Better messaging to faculty about the breadth of our mission
 - Revisiting our dis/incentives
- Losing connection to the field
- Too narrow a focus

Undergrads

MS

PhD→PhD Progs

ASC Criminology JQ

JQuantCrim

Public Admin.

Stats

Methods

Service

Political Science

Diversity

Law

Texas Economy

Psychology

Demographics

Retention

Instructors

Workforce

History

Outcome-based Assessment

Student Debt

Wonder

Improving Money and Mission

Money:

- Promising collaborations with SHSU Online
- ???

Mission

- Better messaging to faculty about the breadth of our mission
 - Revisiting our dis/incentives
- ???

Culture

You?

Chair?

Employers?

Undergrad
Students?

Parents?

Legislature?

What is your job?

How is that question answered by:

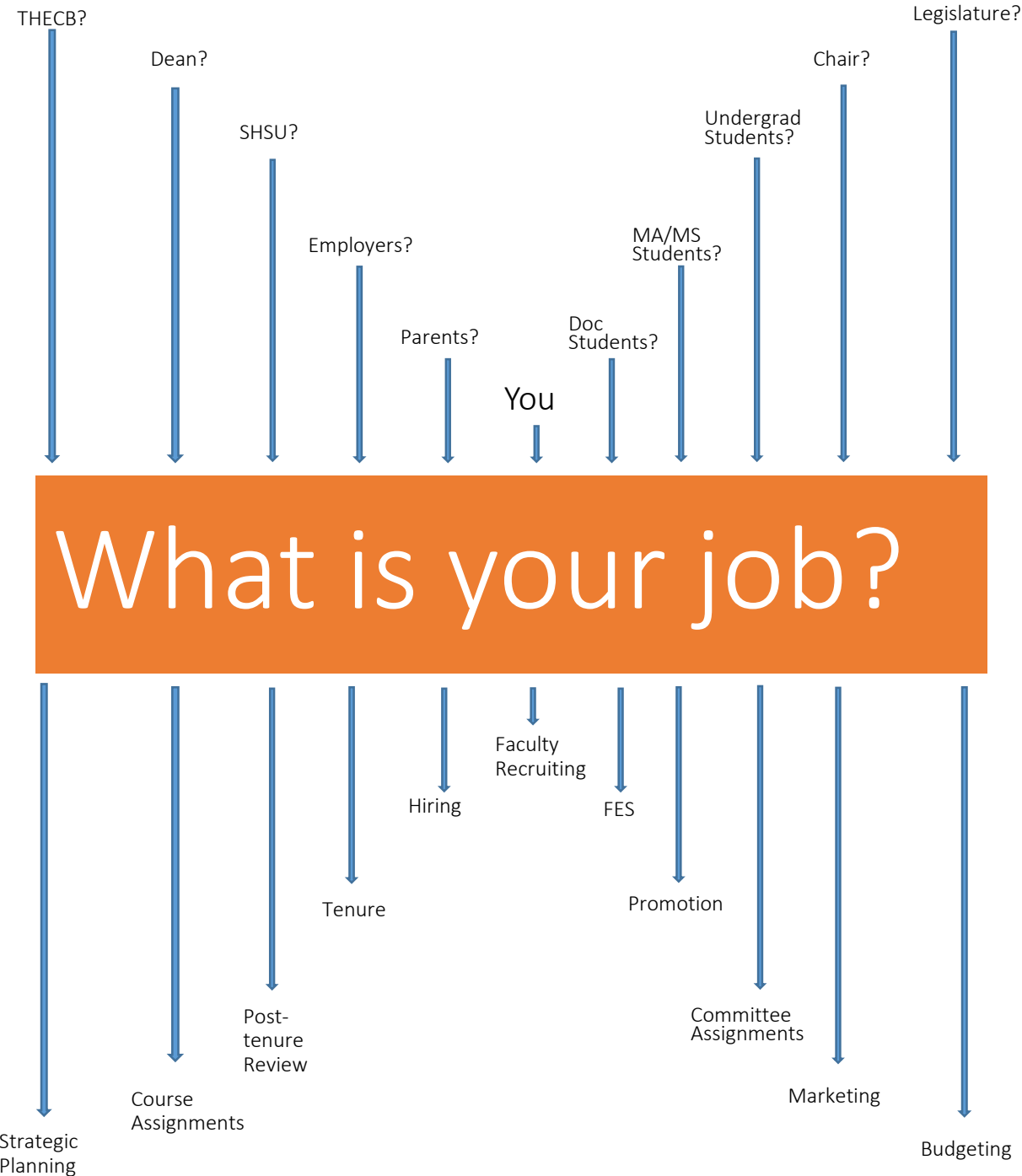
THECB?

Doc
Students?

SHSU?

MA/MS
Students?

Dean?



Changing the service narrative.

Workload handbook.

Dissertation/thesis releases.

Time for an FES Refresh with eye toward P-TR?

Teaching

- Chair's evaluation
 - Book orders, syllabi, attendance, grades
 - Meeting classes
 - ***Reach*** for a 5?

Research

- Too narrow?
 - What and where?

Service

- Too many 5's?
 - If so, irrelevant

The power to transform the lives of our students, their families, and communities gives us a noble mission.

We **talk**, but overlook our unique ability to **do**.

- Social inequality
- Income disparity
- Racial and gender inequity
- ½ our majors are minorities
- More than ½ are first-gen
- Disproportionately from poor communities
- Many entering fields where their degree will fast-track them
- The fields' leaders populate our MS programs

Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*

Raj Chetty, Stanford University and NBER
John N. Friedman, Brown University and NBER
Emmanuel Saez, UC-Berkeley and NBER
Nicholas Turner, US Treasury
Danny Yagan, UC-Berkeley and NBER

July 2017

Abstract

We characterize intergenerational income mobility at each college in the United States using data for over 30 million college students from 1999-2013. We document four results. First, access to colleges varies greatly by parent income. For example, children whose parents are in the top 1% of the income distribution are 77 times more likely to attend an Ivy League college than those whose parents are in the bottom income quintile. Second, children from low- and high-income families have similar earnings outcomes conditional on the college they attend, indicating that low-income students are not mismatched at selective colleges. Third, rates of upward mobility – the fraction of students who come from families in the bottom income quintile and reach the top quintile – differ substantially across colleges because low-income access varies significantly across colleges with similar earnings outcomes. Rates of bottom-to-top quintile mobility are highest at certain mid-tier public universities, such as the City University of New York and California State colleges. Rates of upper-tail (bottom quintile to top 1%) mobility are highest at elite colleges, such as Ivy League universities. Fourth, the fraction of students from low-income families did not change substantially between 2000-2011 at elite private colleges, but fell sharply at colleges with the highest rates of bottom-to-top-quintile mobility. Although our descriptive analysis does not identify colleges' causal effects on students' outcomes, the publicly available statistics constructed here highlight colleges that deserve further study as potential engines of upward mobility.

and high-income families have similar earnings outcomes conditional on the college they attend, indicating that low-income students are not mismatched at selective colleges. Third, rates of upward mobility – the fraction of students who come from families in the bottom income quintile and reach the top quintile – differ substantially across colleges because low-income access varies significantly across colleges with similar earnings outcomes. Rates of bottom-to-top quintile mobility are highest at certain mid-tier public universities, such as the City University of New York and California State colleges. Rates of upper-tail (bottom quintile to top 1%) mobility are highest at elite colleges, such as Ivy League universities. Fourth, the fraction of students from low-income families did not change substantially between 2000-2011 at elite private colleges, but fell sharply at colleges with the highest rates of bottom-to-top-quintile mobility. Although our descriptive analysis does not identify colleges' causal effects on students' outcomes, the publicly available statistics constructed here highlight colleges that deserve further study as potential engines of upward mobility.

*The opinions expressed in this paper are those of the authors alone and do not necessarily reflect the views of the Internal Revenue Service or the U.S. Treasury Department. This work was conducted under IRS contract TIRNO-16-E-00013 and reviewed by the Office of Tax Analysis at the U.S. Treasury. We thank Joseph Altonji, David Deming, Lawrence Katz, Eric Hanushek, David Lee, Richard Levin, Sean Reardon, and numerous seminar participants for helpful comments; Trevor Bakker, Kaveh Danesh, Niklas Flamang, Robert Fluegge, Jamie Fogel, Benjamin Goldman, Sam Karlin, Carl McPherson, Benjamin Scuderi, Priyanka Shende, and our other pre-doctoral fellows for outstanding research assistance; and especially Adam Looney for supporting this project. Chetty, Friedman, Saez, and Yagan acknowledge funding from the Russell Sage Foundation, the Bill and Melinda Gates Foundation, the Robert Wood Johnson Foundation, the Center for Equitable Growth at UC-Berkeley, the Washington Center for Equitable Growth, the UC Davis Center for Poverty Research, Stanford University, the Alfred P. Sloan Foundation, and the Laura and John Arnold Foundation.

Watch

I will be looking for leadership that relies on data to formulate policy consistent with our priorities.

Data-Driven Policy

Leadership Orientation Exercise

Sam Houston State University – Strategic Plan Model

MISSION: Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national and international constituencies.

VISION:



SUPPORTING STRATEGY:



Lifelong Learning

Foster a lifelong learning environment in support of a diverse faculty and staff who are excellent scholars, educators and professionals.



Stimulating Environment

Promote a stimulating learning environment through The integration of academic settings, campus culture and service.



Intellectual Transformation

Increase and develop university resources and infrastructures that support the intellectual transformation of students.



Anticipating Needs

Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.



Data-Driven Decision Making

Promote efficient data-driven decision making through the integration of centralized data analysis, review and dissemination.



Enhanced Outreach

Cultivate a continually sensitive and proactive response to the ever-changing needs of our constituents.

Track graduate job placement. Finally, THECB could require institutions to track student job placements during the program review to see if the graduate programs have placed students in the labor market as intended. This requirement will signify to institutions the expectation to track this information and to invest in efforts to analyze labor market data more systematically. Institutions are likely to need additional resources to be able to track graduate student placement, especially at the master's level. The state could explore options for providing resources to the institutions.

However, institutions could improve their mechanisms for matching their graduate programs with workforce needs by engaging in ongoing research activities and surveying employers and graduates to assess demand for skills and the quality of graduates.

Making Data-driven Decisions Through Assessment:

SACS requires the assessment of outcomes to continually improve programs

- Program Assessment (through campus labs)

- Campus labs update (Dec 2017) and spring 2018 training

- Moving to direct connect with strategic planning and budgeting

- COCJ status and meta-assessment

Methods of assessment

- Accreditation standards (FS great example) – Standards of practice

- FES/IDEA

- Program Review

 - Self-study

 - Reviewer recommendations

- Core Objective Assessment

Critical Thinking Skills (CT) -	creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills (COM) -	effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills (EQS) -	manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork (TW) -	ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility(SR) -	intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR) -	ability to connect choices, actions and consequences to ethical decision-making

Policy Compliance

Policies at Issue

Sam Houston State University
A Member of The Texas State University System

**Finance & Operations Human Resources Policy E-6
Outside Employment**

SUBJECT: Outside Employment

PURPOSE: To provide a standard procedure whereby any employee that engages in outside employment must be in compliance with the guidelines set forth in the Texas State University System Rules and Regulations Chapter V, 4.83 and 5.4.

POLICY: It is the policy of Sam Houston State University to be in compliance with the guidelines set forth in the Texas State University System Rules and Regulations Chapter V, 4.83 and 5.4, to have any full-time employee that engages in outside employment complete a Request for Approval for Outside Employment Form.

CONTENTS:

1. Outside Employment Definition
2. Delegation of Authority for Approval
3. Employees Responsibility
4. Request for Approval for Outside Employment Form

1. **Outside Employment Definition**
Any employee that engages in outside employment must be in compliance with the guidelines set forth in the Texas State University System Rules and Regulations Chapter V, 4.83 and 5.4.

2. **Delegation of Authority for Approval**
The President delegates authority to the Vice President of each division to approve and monitor records of outside employment on a fiscal year or annual basis.

3. **Employees Responsibility**
It is the responsibility of all full-time employees to complete an Outside Employment Form and seek approval for any outside employment change occurring during the academic year.

4. **Request for Approval for Outside Employment Form**
The form to seek permission for outside employment is located on the SHSU web site on the Policies and Procedures page under the category of forms. Link to this location is:
<http://www.shsu.edu/about/policies/procedures/procedures/outsideemployment.cfm>

Reviewed by: David M. Hammonds, Associate VP for Human Resources & Risk Management 05/29/2013
Approved by: President's Cabinet, November 2011
Next review: 04/01/2016

Page 1 of 1

Sam Houston State University
Employee Development Participation & Teaching Request Form

This form is to be completed by employees requesting to participate in Employee Development and/or teach an academic course at Sam Houston State University.

Section 1: Employee Information

Name: _____ SAM ID: _____ (Email) _____
Job Title: _____ Dept: _____ Division: _____

Section 2: Selection of Program. Participation during each semester is only permitted in ONE of the following programs:

☐ **Employee Education Assistance Program.** See Policy E-5, Employee Development for details. Please check box if you are requesting permission to leave one class during working hours.
Submissions (Deadline): August 1st (fall semester), December 1st (spring semester), or May 1st (summer semester)
Seeking Degree: _____ If Yes, Degree Program (Major): _____
Semester: _____ Year: _____ Circle one: Staff Faculty

☐ **Employee Wellness Program.** Provides 30 minutes of release time per day for physical activity programs on the campus of Sam Houston State University.
If you wish to participate in the University Wellness Employee program with release time, you will need to SIGN IN THE LUNCH HOUR CONSENT SECTION. SUBMITTING IT, however, will not affect your release time. It is your responsibility to notify Houston for and knowledge available that I will be receiving this compensation on any day when I am not working. I request your time off for this reason not to exceed policy E-5, Employee Development. Please indicate the date that you are requesting 30 minutes.

☐ **Teaching on Academic Course.** See Policy E-3, Work Schedules & Employee Compensation. Department head approval is required for all teaching events.

Employee (Signature) _____ Date _____

Section 3: Approval. The completed form is retained by department offices.
I concur with the employee's request and approve:
Department Head (Print) _____ Department Head (Signature) _____ Date _____

Sam Houston State University
Academic Policy Statement 910823
Academic Overcome Procedures for Students
Page 1 of 4
Revised August 19, 2015

1. PURPOSE
The purpose of this academic policy statement is to provide for the resolution of student academic grievances in a prompt and equitable manner.

2. GENERAL

2.01 Under the provisions of this policy, academic grievances include disputes over:

- a. Course grades
- b. Unexcused class absences or tardiness
- c. Suspension for academic deficiency
- d. An instructor's alleged unprofessional conduct related to academic matters
- e. Graduate comprehensive and oral examinations
- f. Theses and dissertations
- g. Withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs

2.02 If the dispute is determined to be based upon professional judgment, the grievant student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decide to change the original judgment in the matter.

2.03 All allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

2.04 All allegations, questions, or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials, will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty."

Sam Houston State University
Academic Policy Statement 910312
Academic Probation, Suspension, and Termination
Page 1 of 5
Revised March 10, 2010

1. GENERAL
This academic policy statement details the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

2. ACADEMIC GOOD STANDING FOR UNDERGRADUATE STUDENTS

2.01 Academic good standing is defined in two ways: (1) a minimum 2.0 grade point average for all academic courses for which degree credit is earned or (2) admission of students with less than a 2.0 grade point average by the appropriate college dean. Any student readmitted by the appropriate academic dean is considered by Sam Houston State University to be making satisfactory academic progress.

2.02 The appropriate academic dean may place on probation or retain on probation or suspend any student deficient in grade points without regard to the regulations previously stated.

2.03 Summer Transient Students are not subject to academic action while in that status.

3. ACADEMIC GOOD STANDING FOR GRADUATE STUDENTS

3.01 A minimum grade point average of 3.0 (B average on a 4.0 maximum) is required in all graduate course work. All grades earned in courses listed for graduate credit on the student's official Degree Plan will be utilized in computing the grade point average. Any student readmitted by the appropriate academic dean is considered by Sam Houston State University to be making satisfactory academic progress.

3.02 When the grade of C is earned in any course, it must be balanced by a grade of A in a course of equivalent value taken in the same academic program. A grade of A earned at another institution may not be used to remove a grade deficiency earned in residence at this University. Semester hours of credit earned at another institution shall be recorded as transfer credit but not utilized in computing the student's Sam Houston State University overall grade point average.

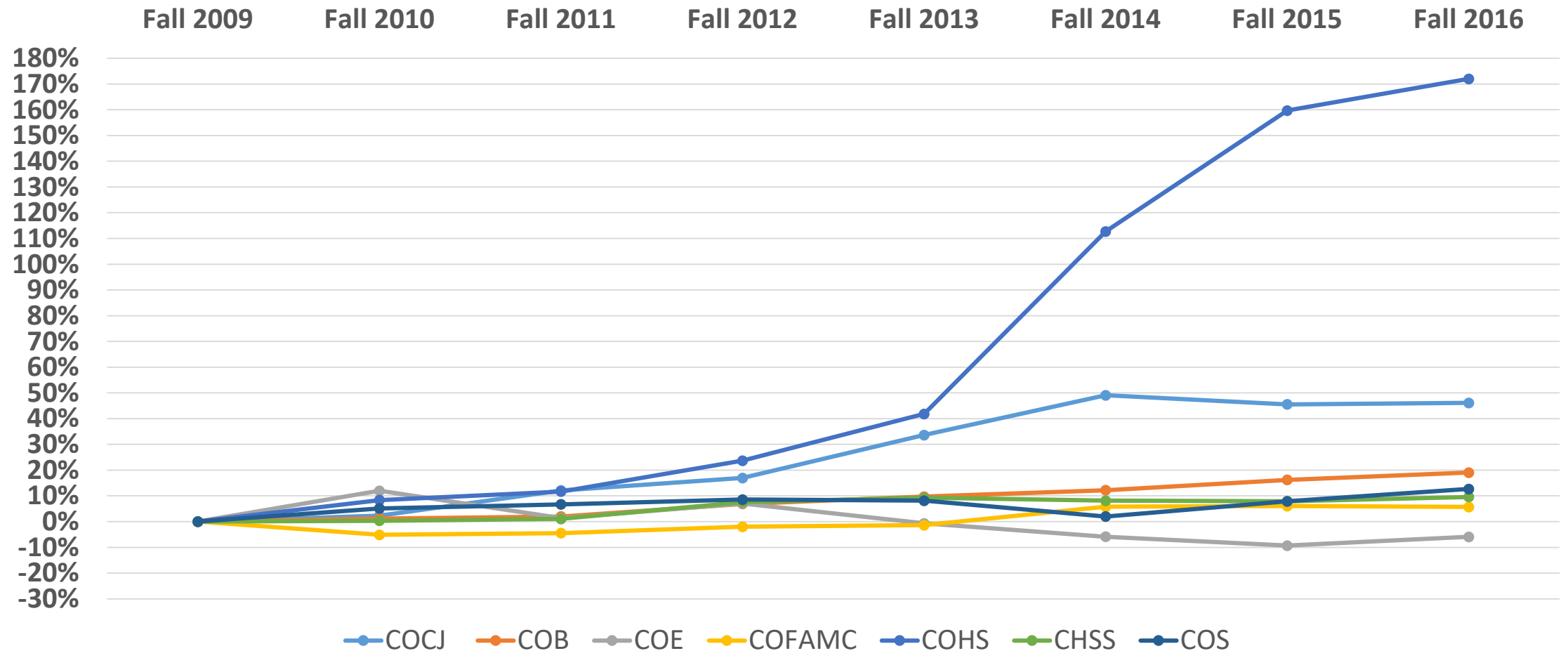
DPTAC Chair Recs?

Communication Strategies

Appendix

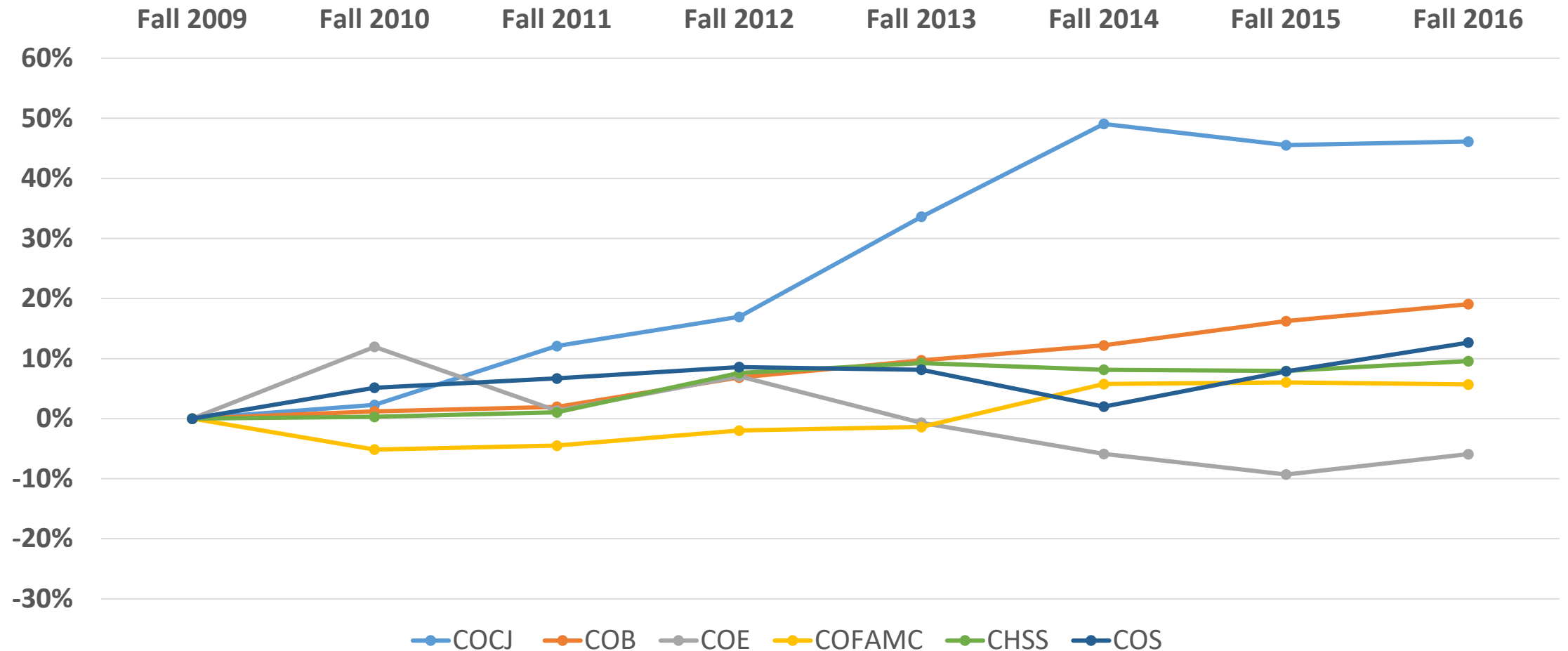
Undergraduate SCH Comparison

Undergraduate SCH Comparison by College

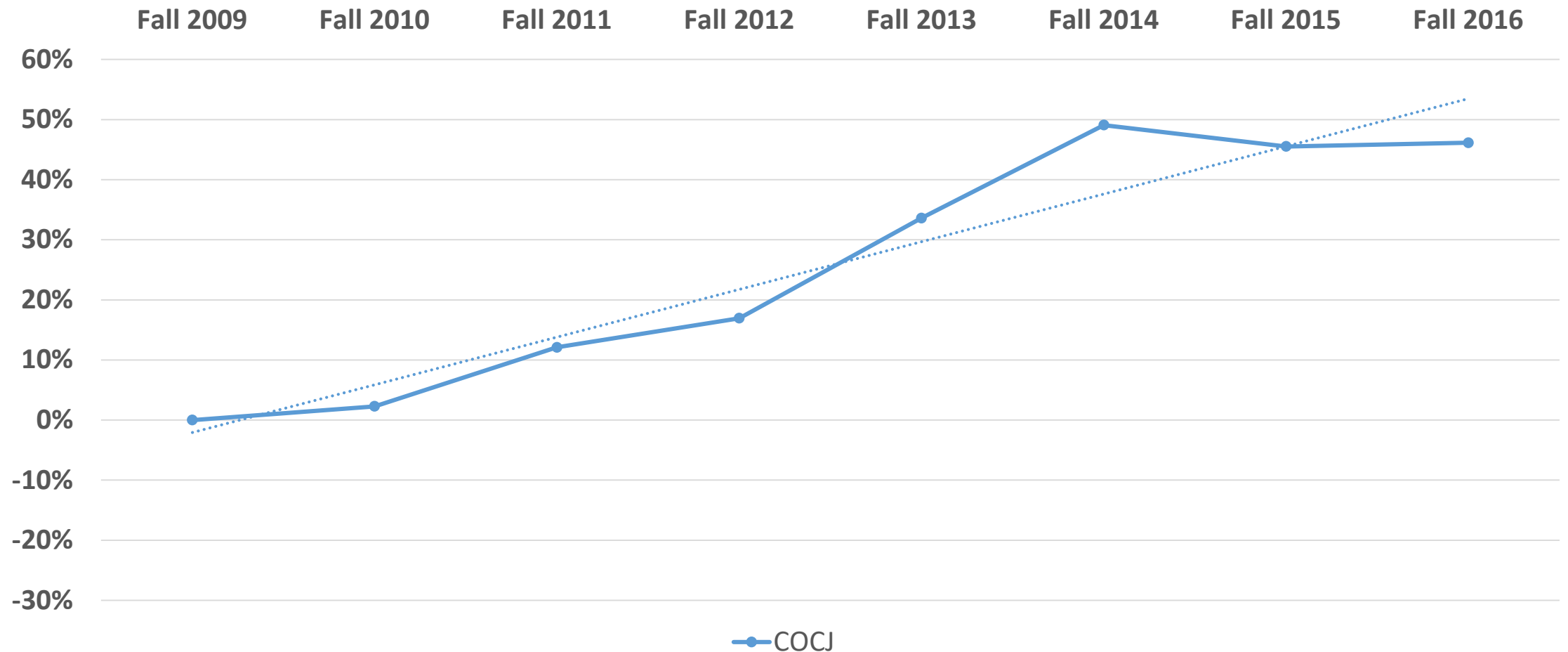


Undergraduate SCH Comparison by College (Excluding College of Health Sciences)

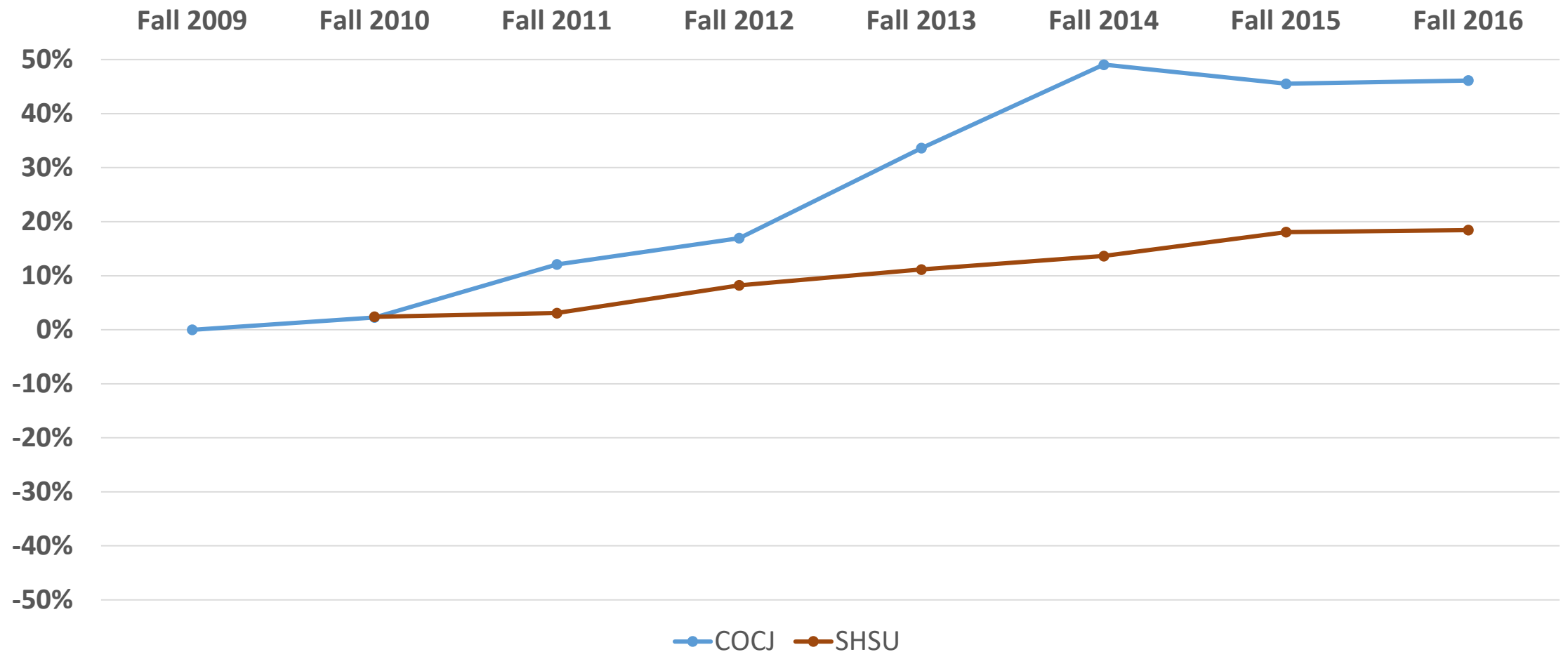
w/o COHS



Undergraduate SCH – College of Criminal Justice

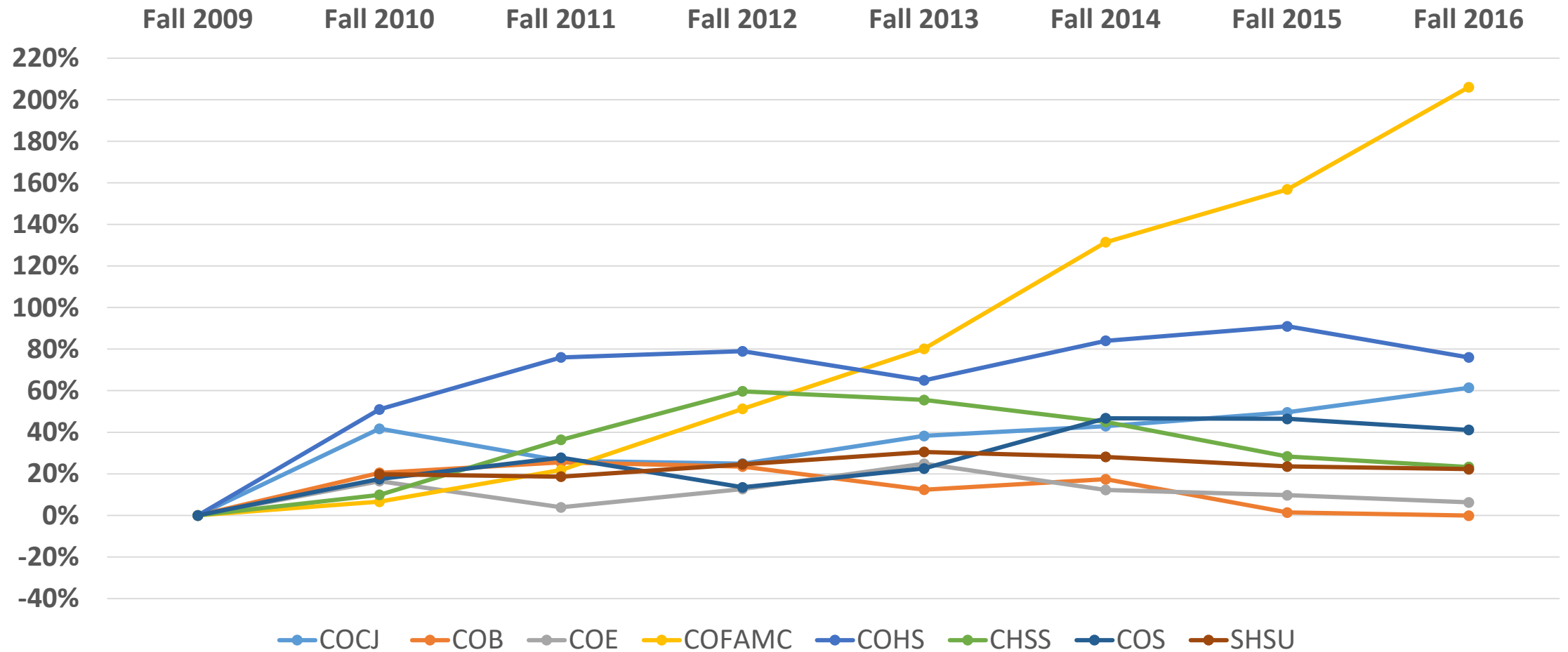


Undergraduate SCH Comparison – COCJ/SHSU



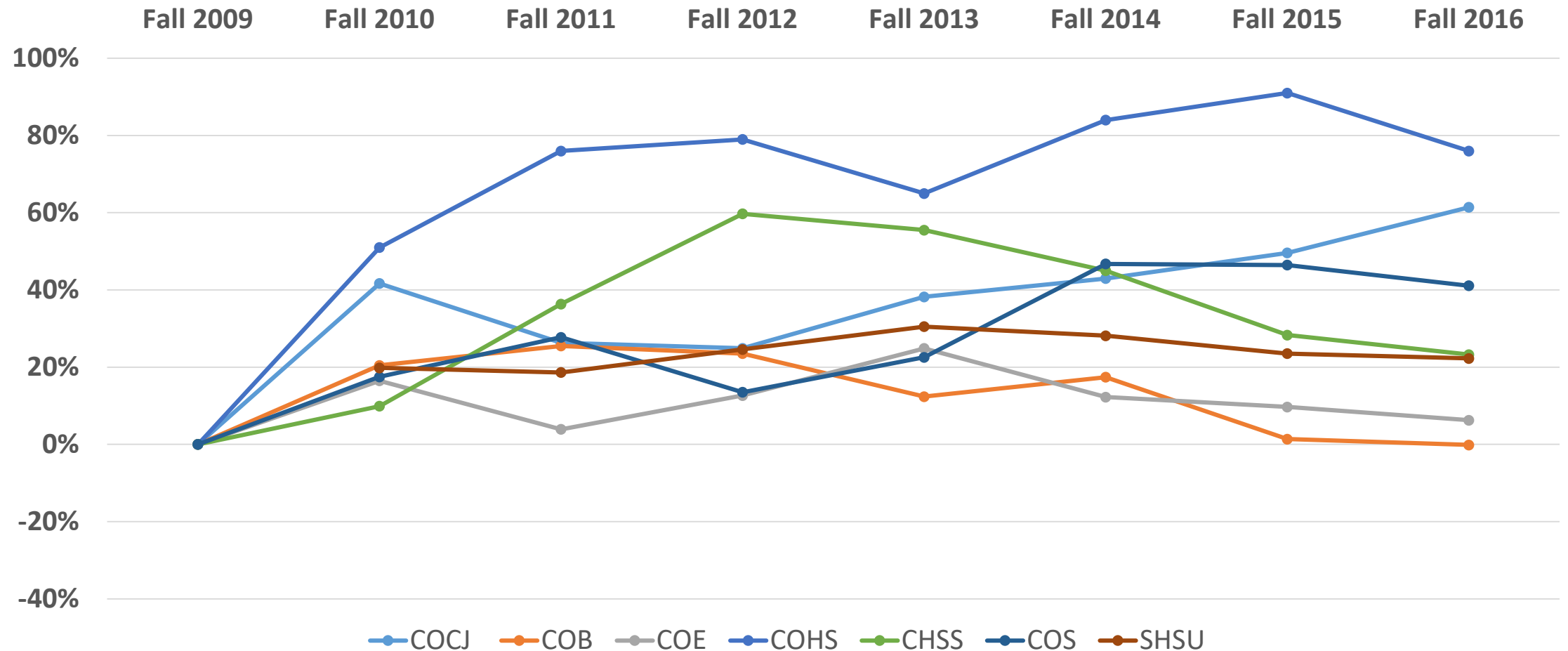
Graduate SCH Comparison

Graduate SCH Comparison by College

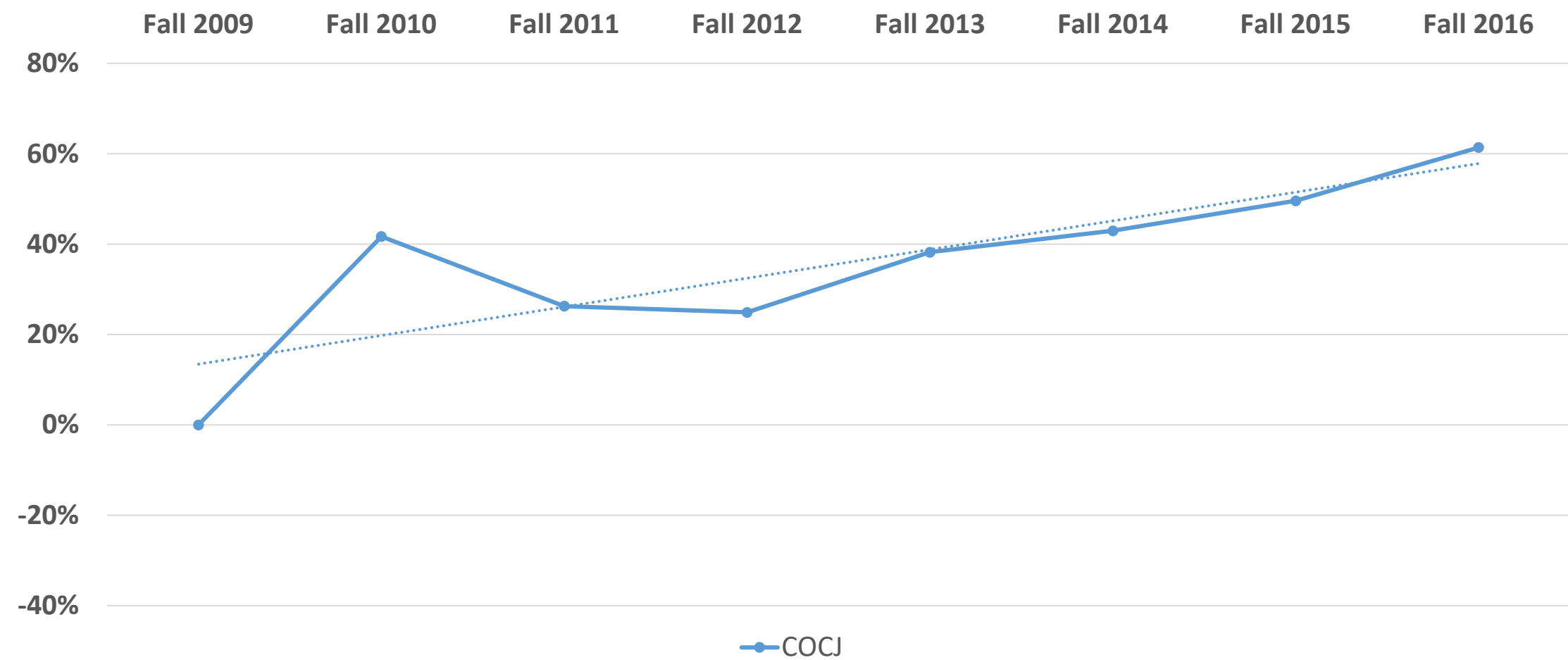


Graduate SCH Comparison by College

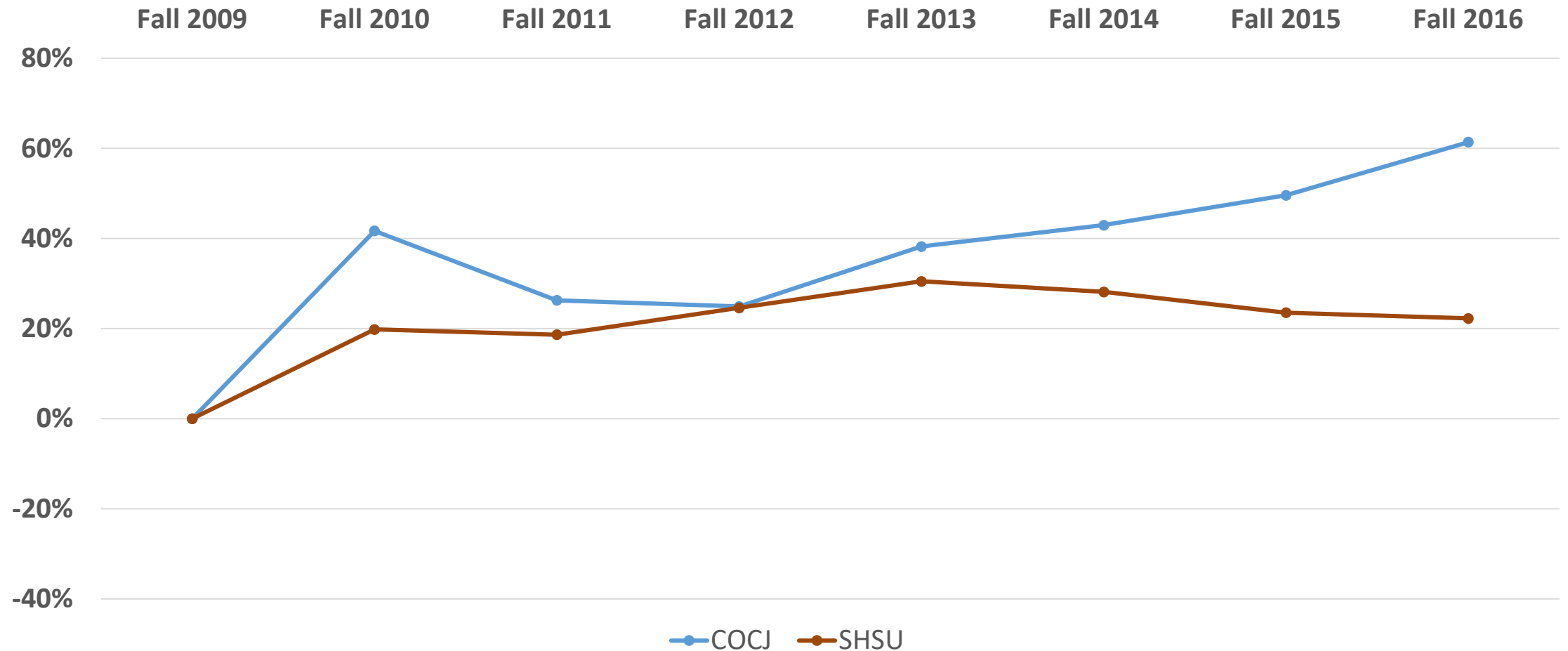
w/o COFAMC



Graduate SCH Trend – College of Criminal Justice

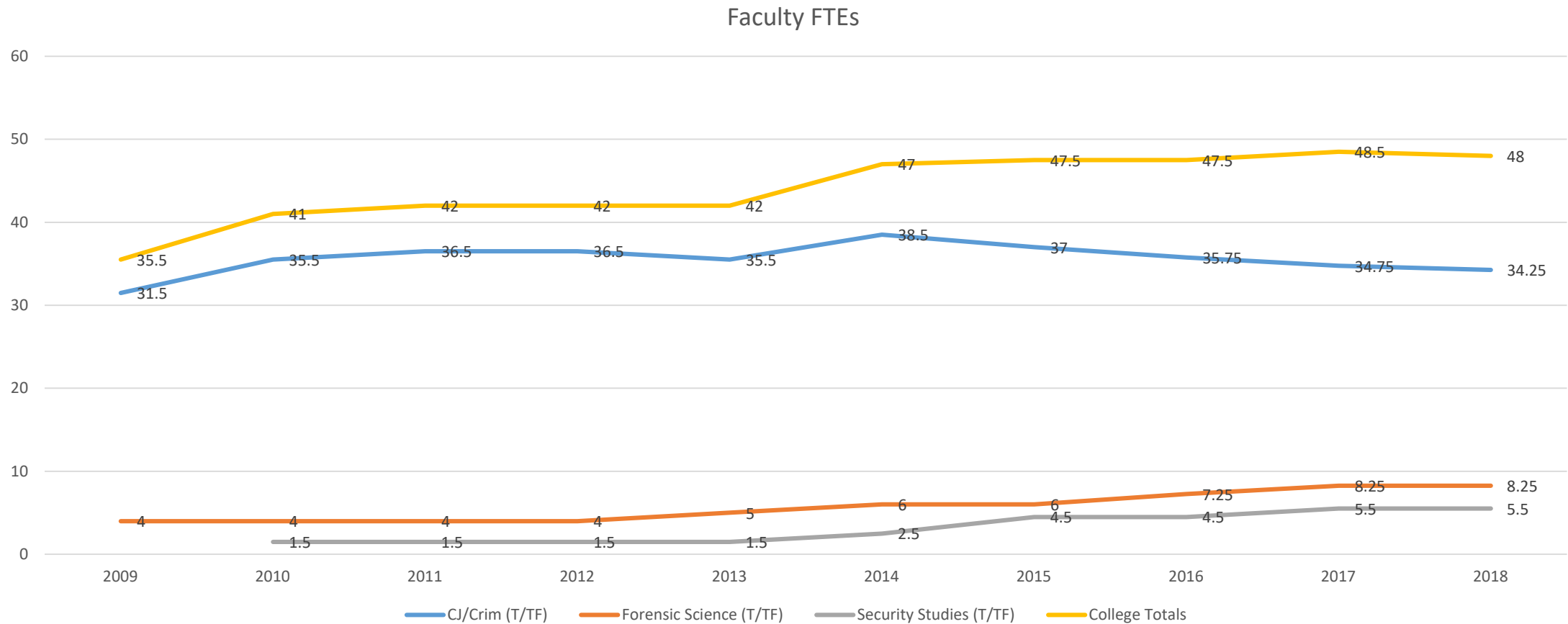


Graduate SCH Comparison – COCJ/SHSU

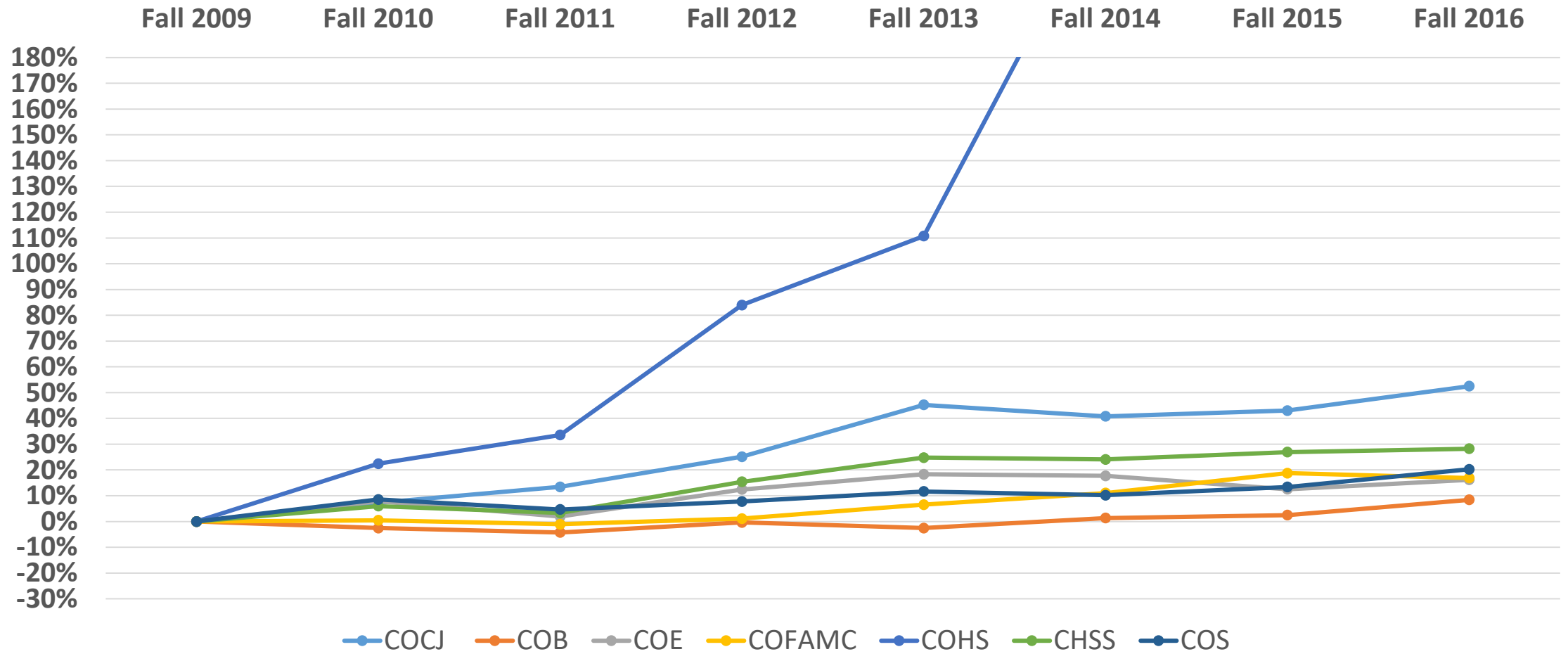


Faculty FTE Comparison

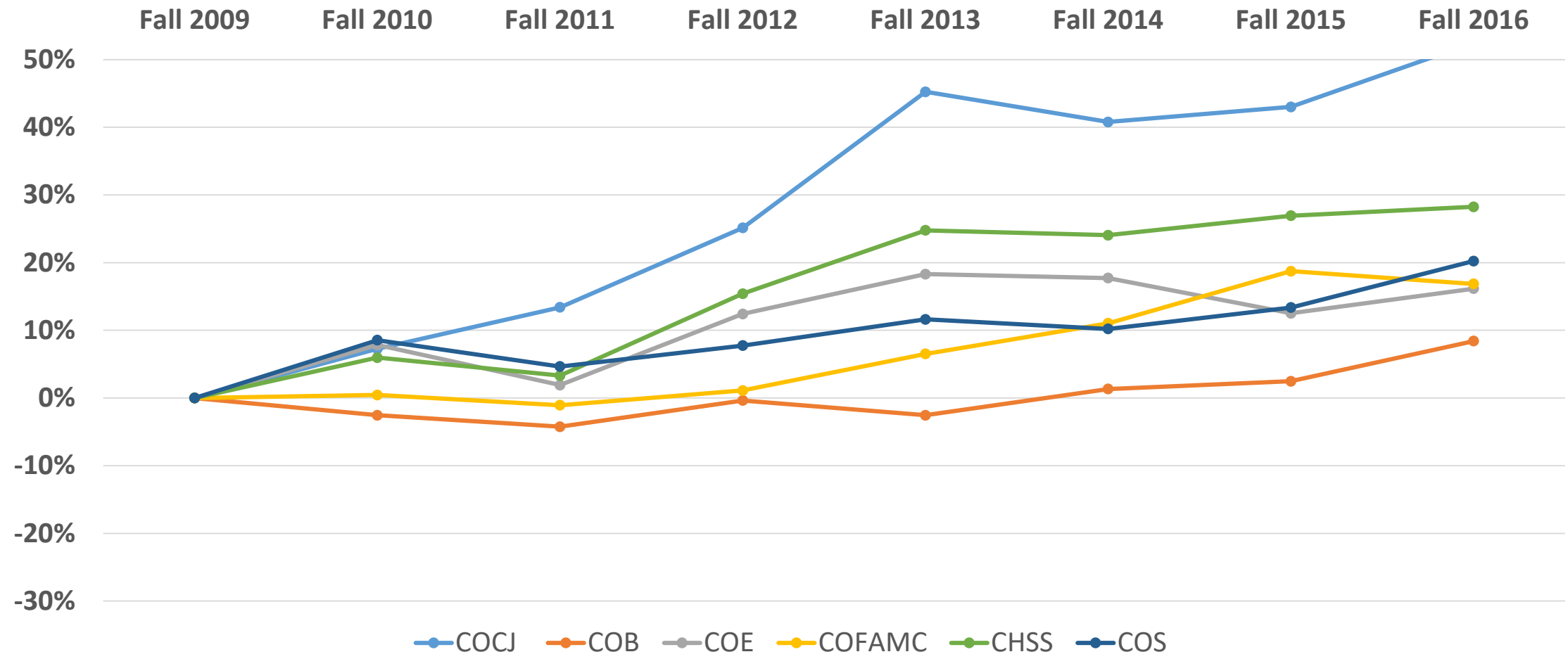
Faculty FTE: College and Department



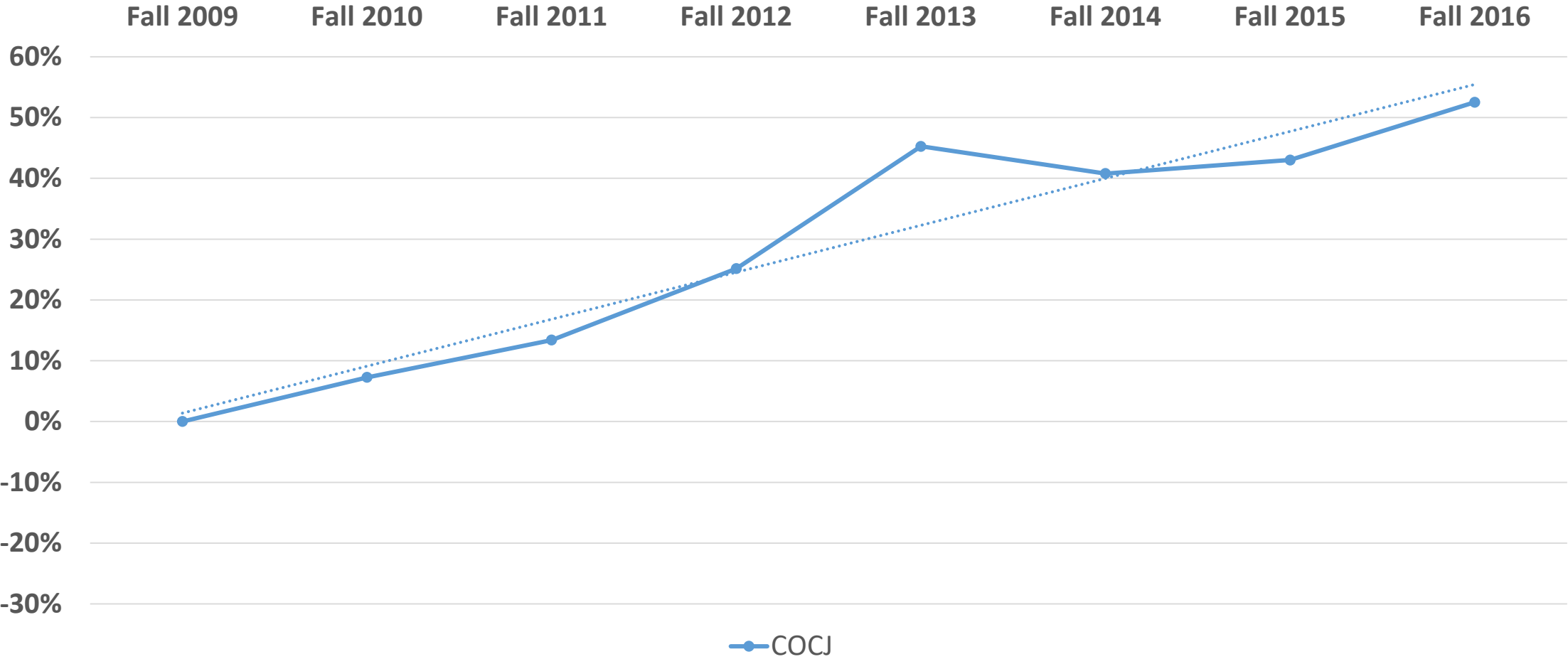
Faculty FTE Comparison by College



Faculty FTE Comparison by College w/o COHS

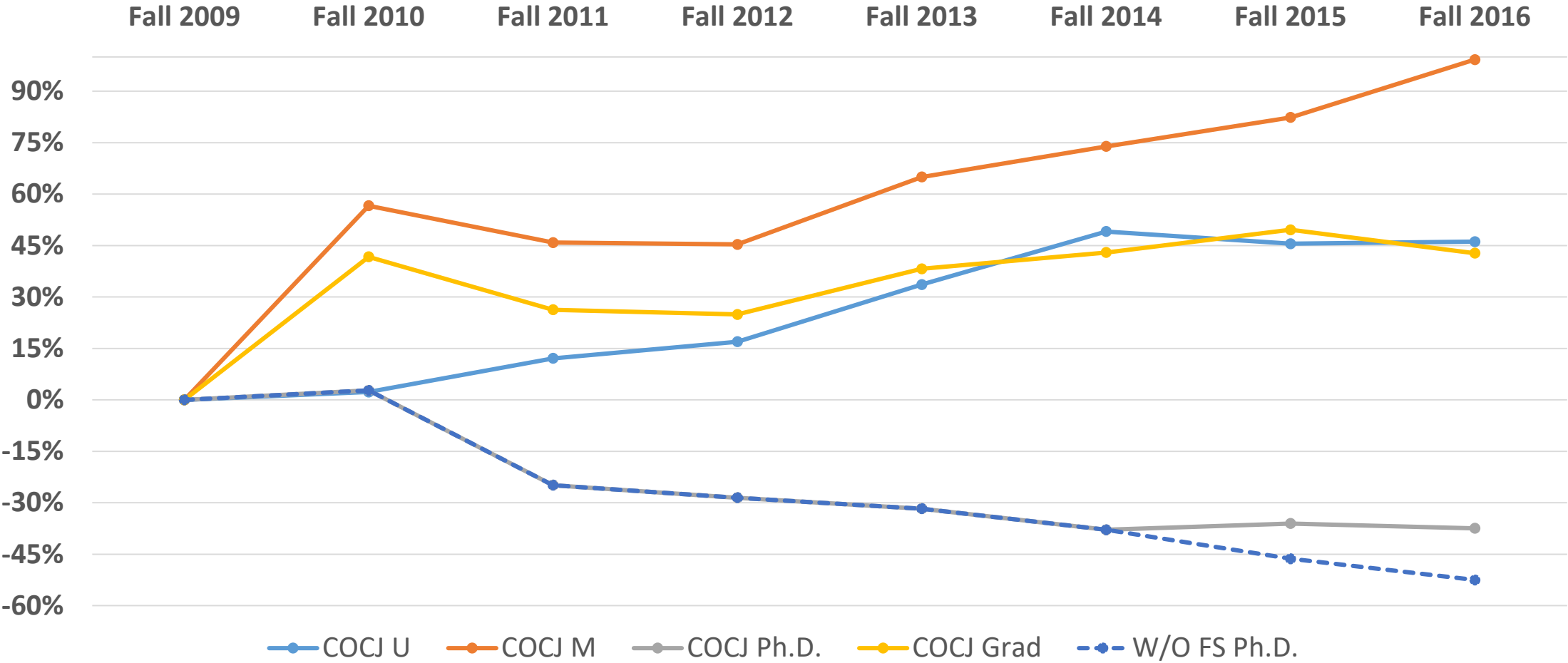


Faculty FTE Trend – College of Criminal Justice

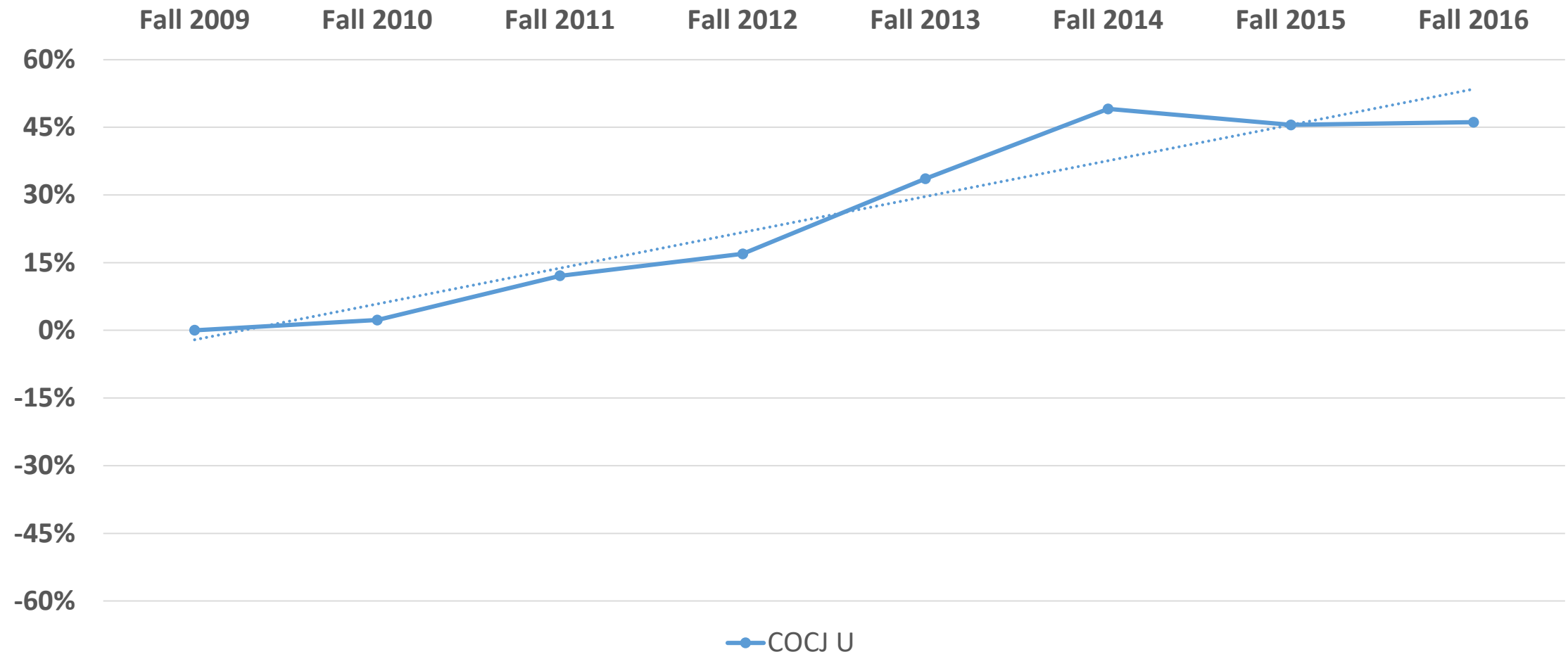


COCJ Growth Breakdown

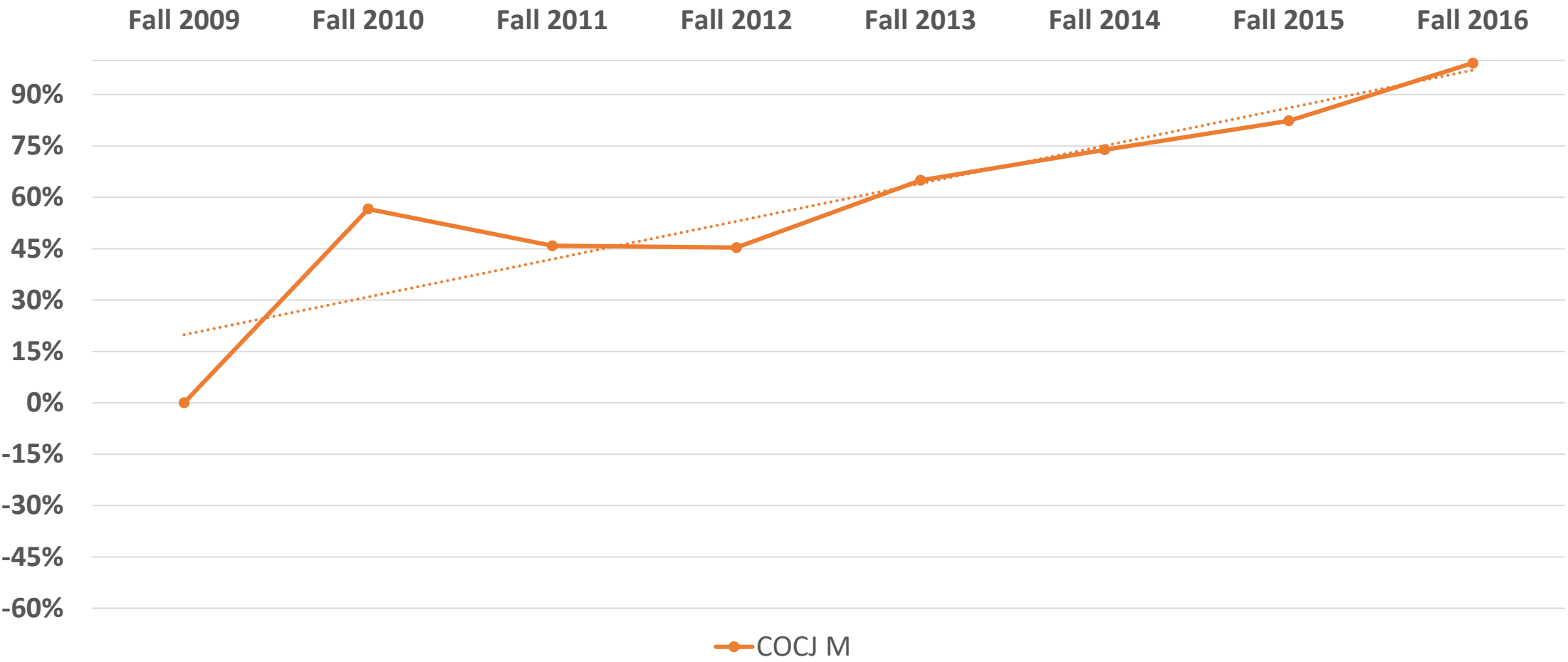
COCJ Growth Breakdown by Classification



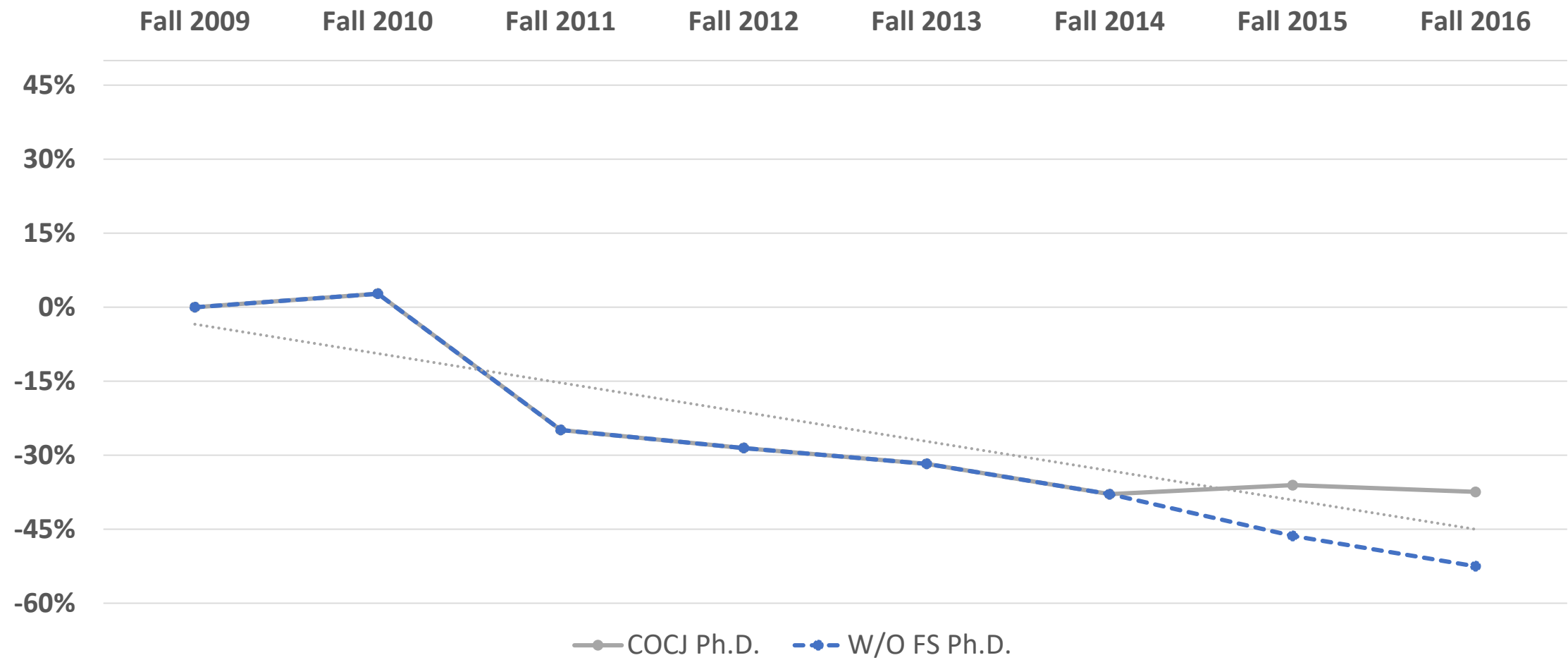
COCJ Growth – Undergraduate



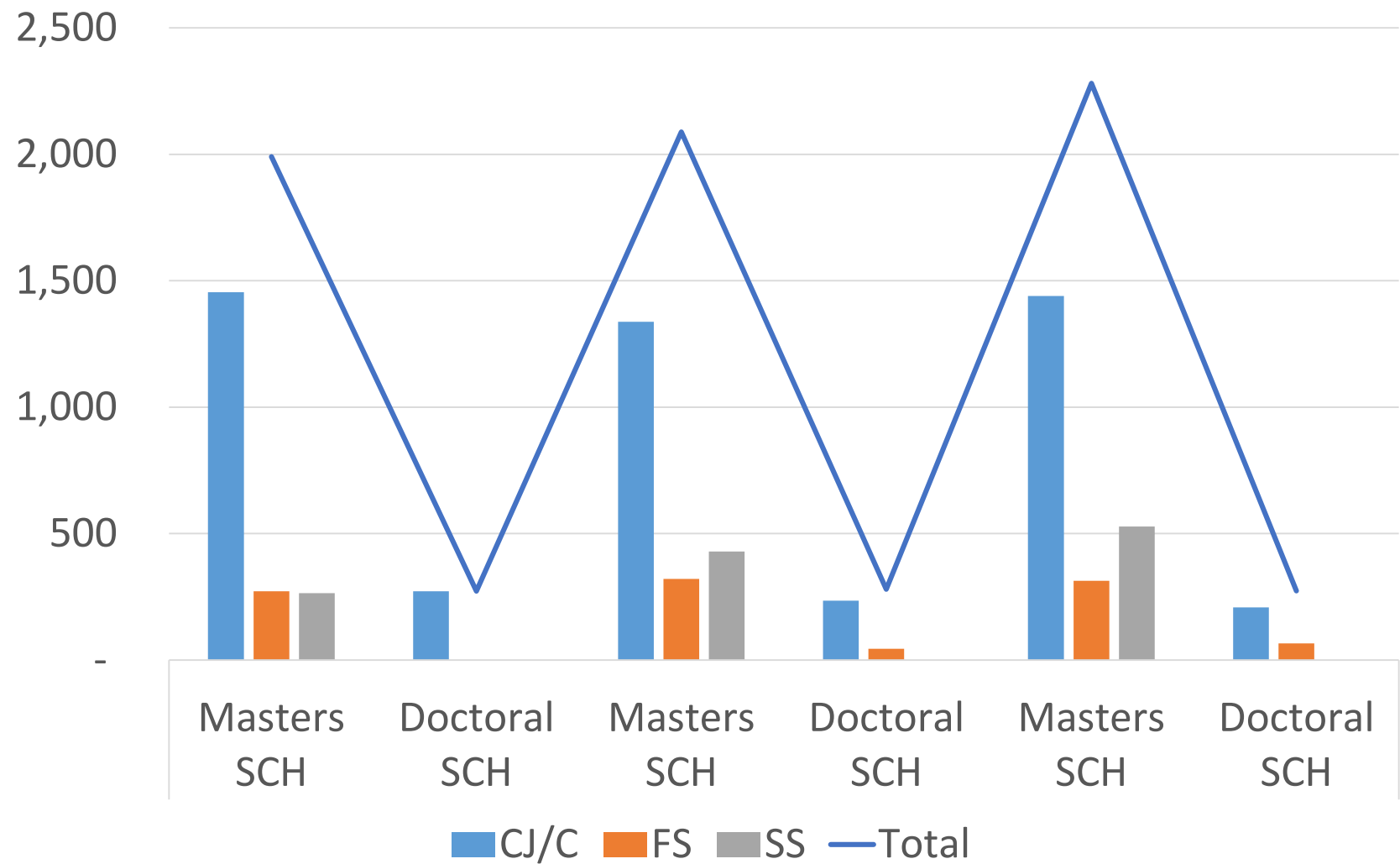
COCJ Growth – Masters



COCJ Growth – Ph.D.

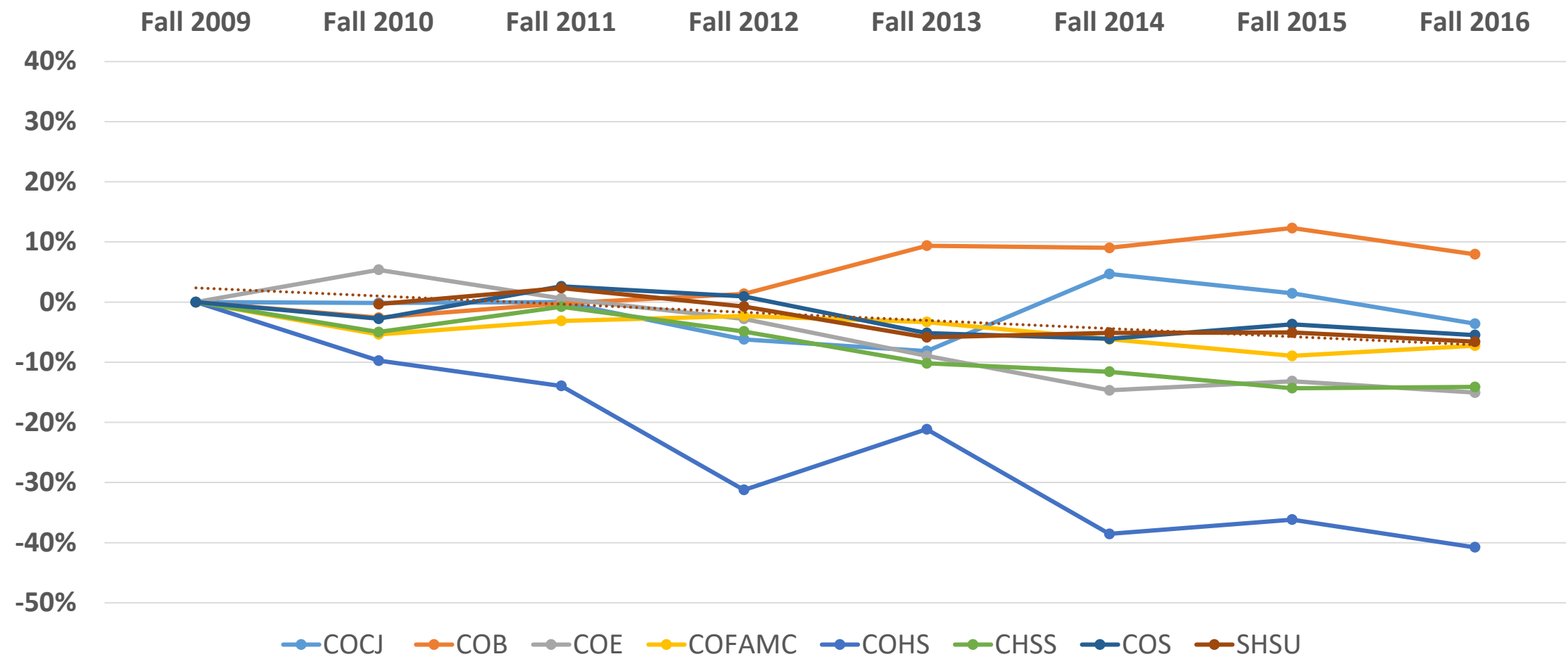


COCJ Graduate Growth by Department

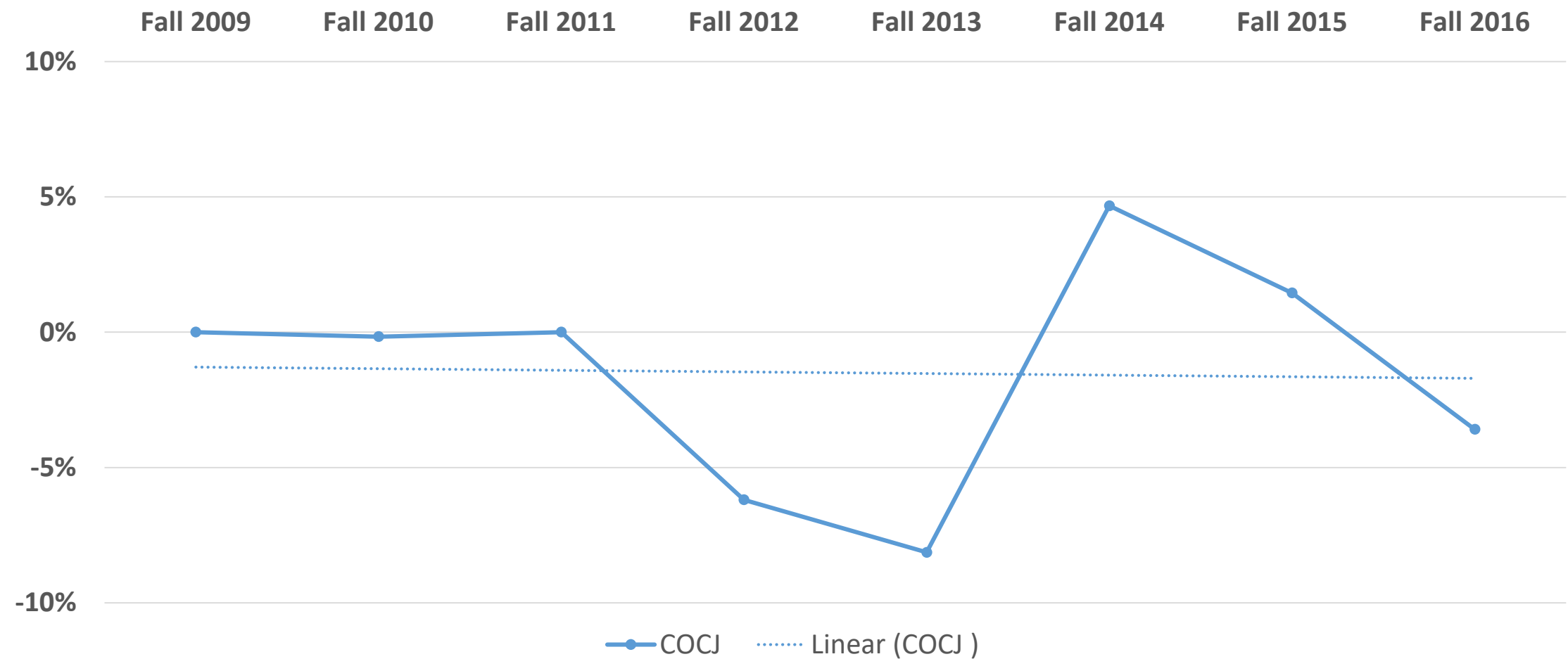


Student/Faculty Ratio

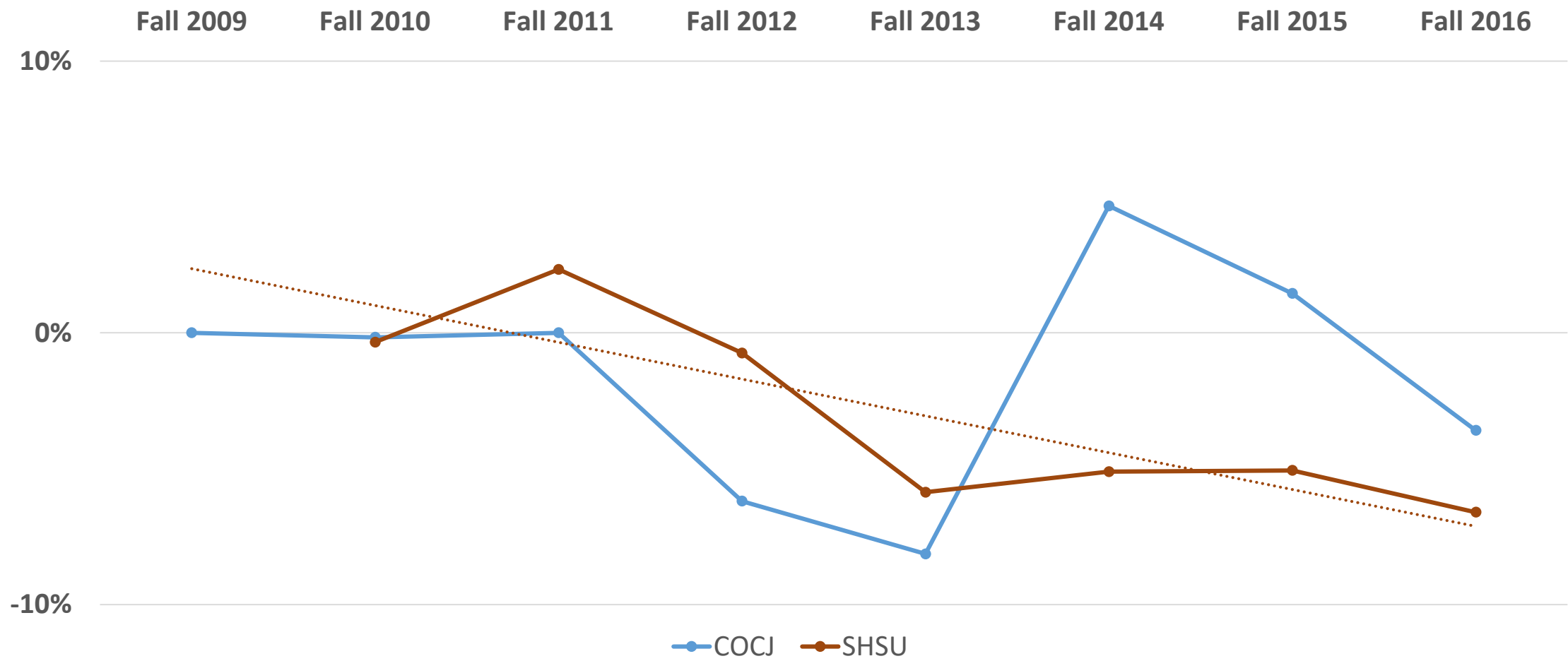
Student Faculty Ratio by College



Student Faculty – College of Criminal Justice

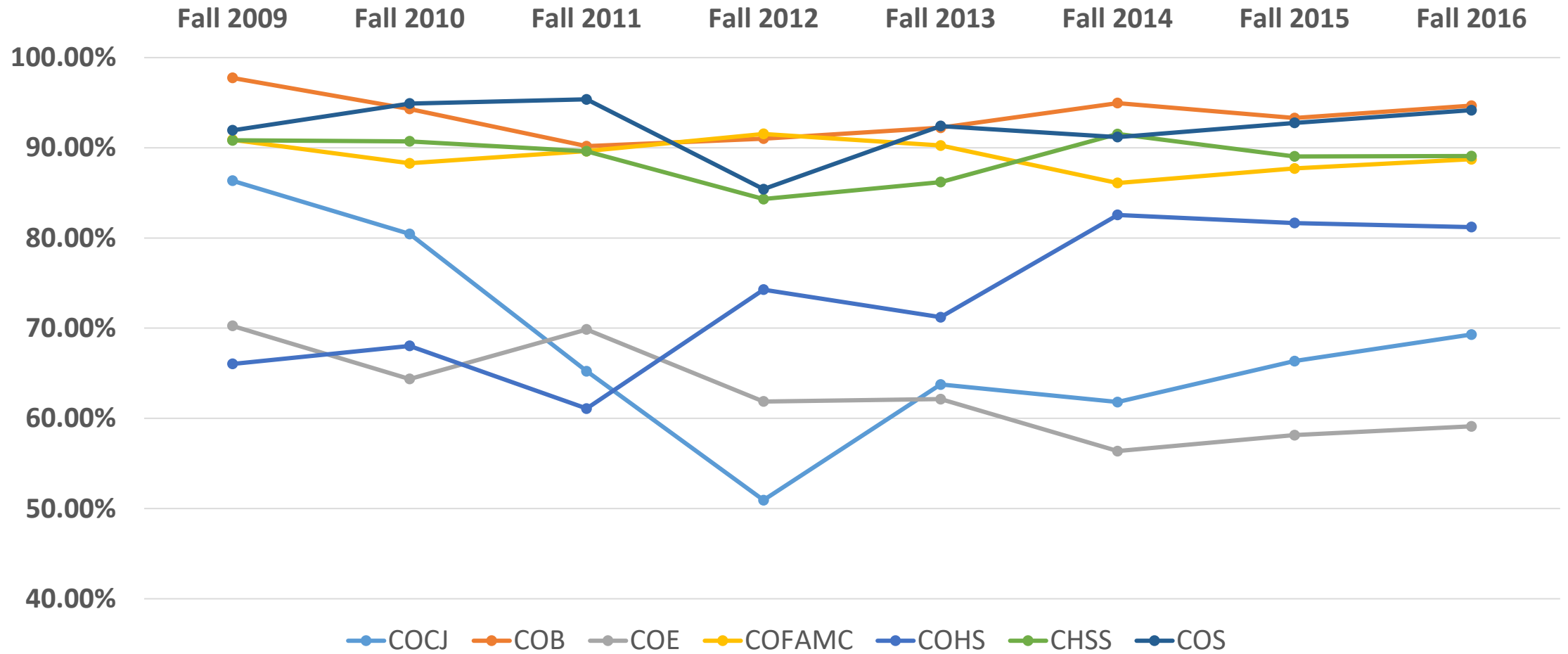


Student/Faculty Ratio – COCJ/SHSU

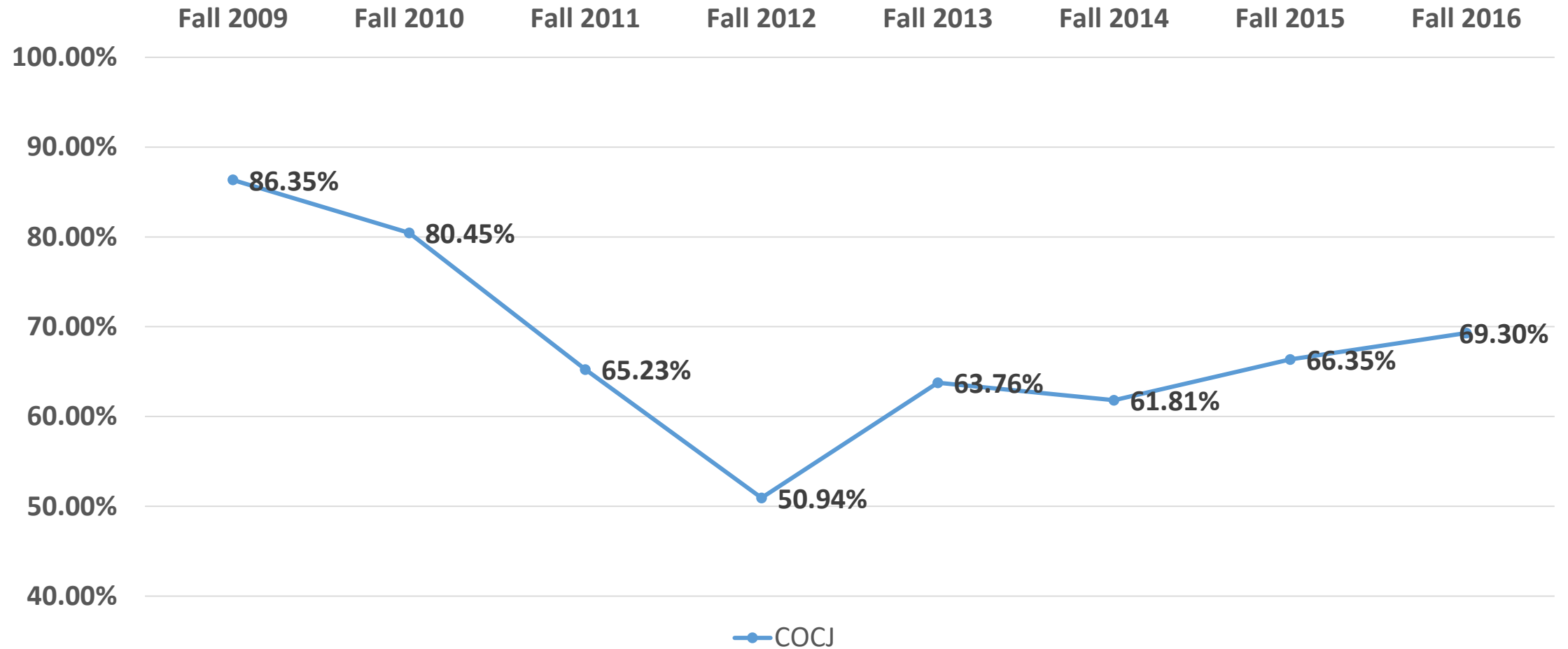


Percentage taught by FT Faculty

Percentage taught by FT Faculty

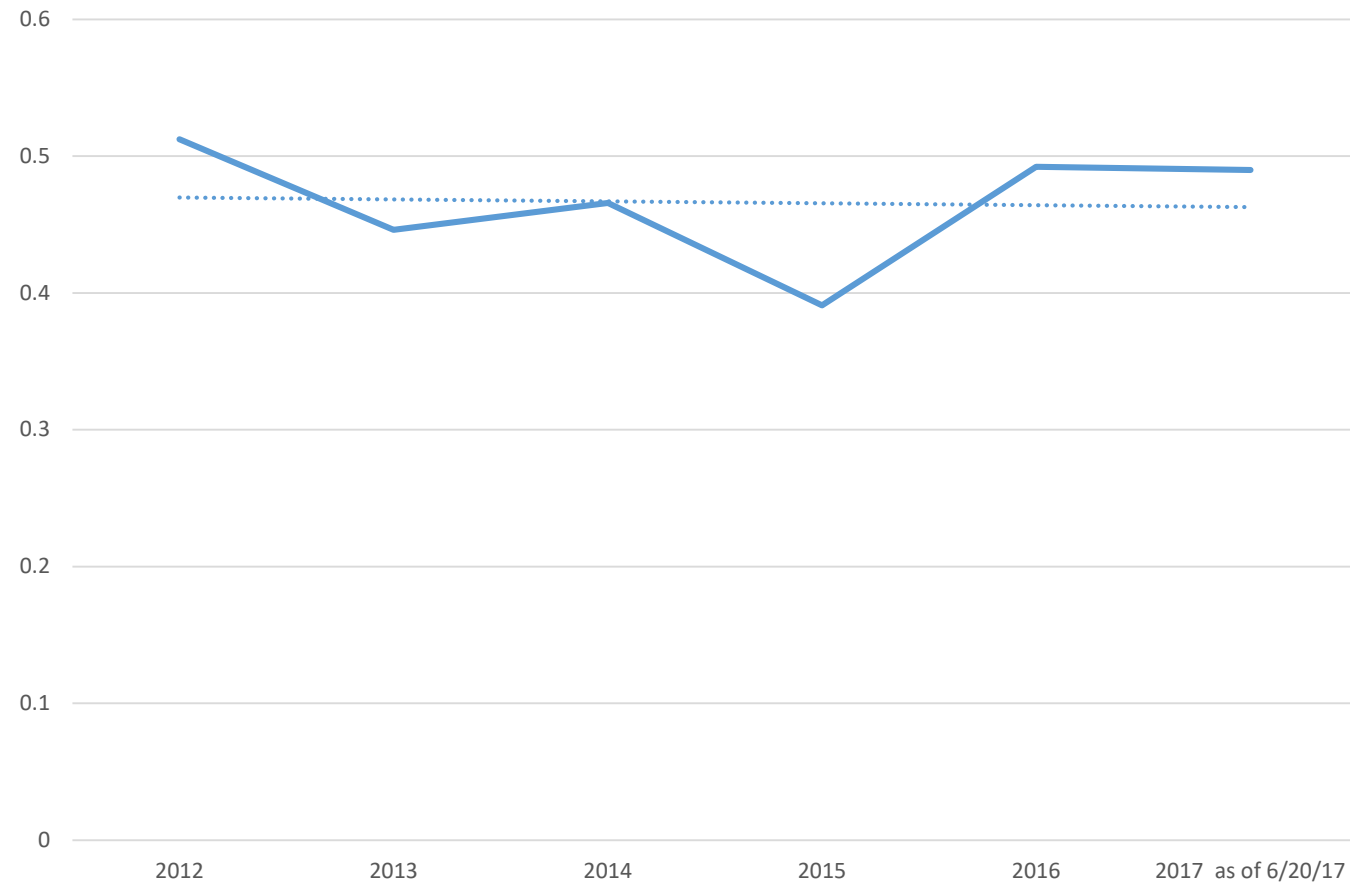


Percentage taught by FT Faculty

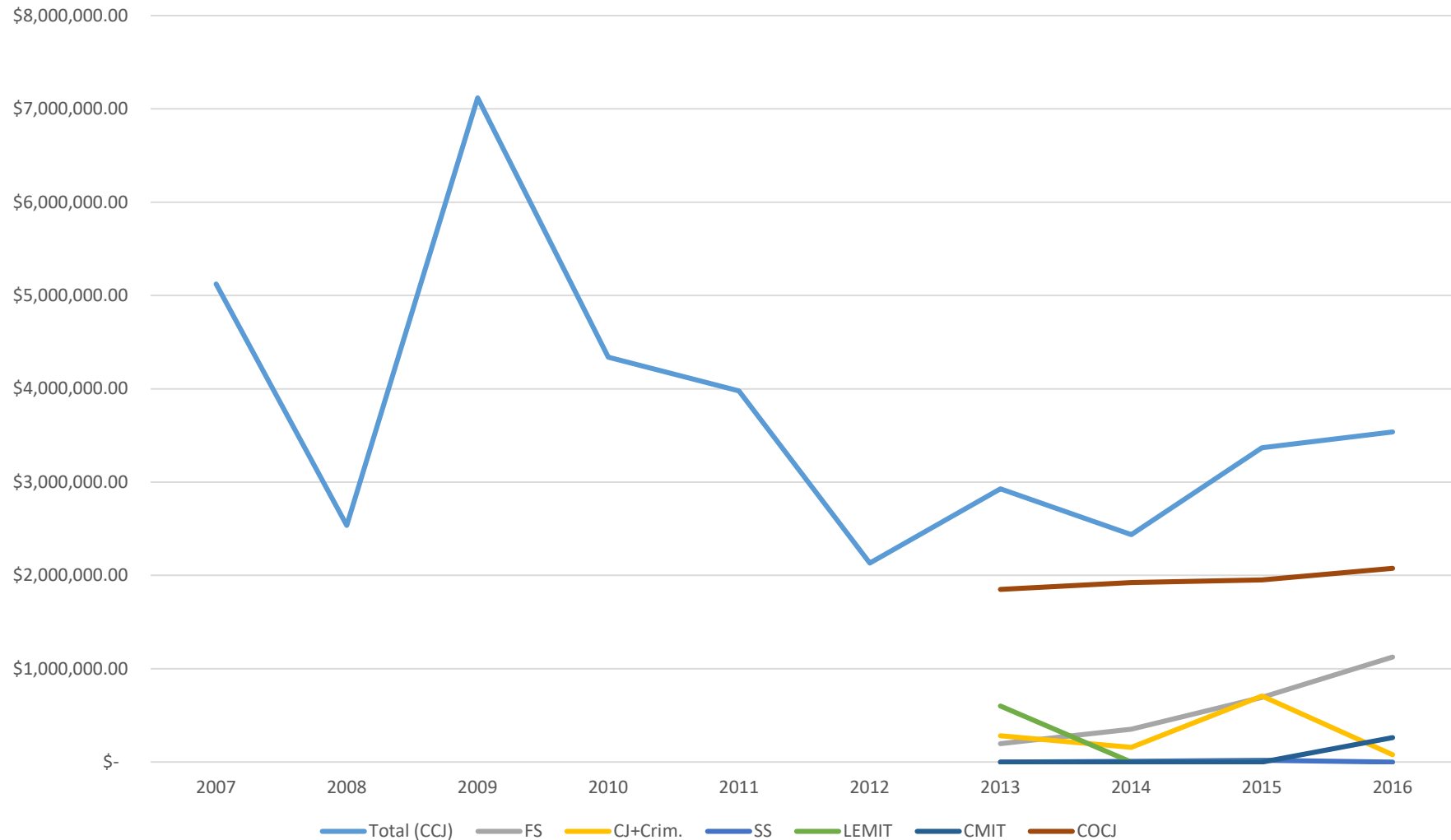


Grant Activity

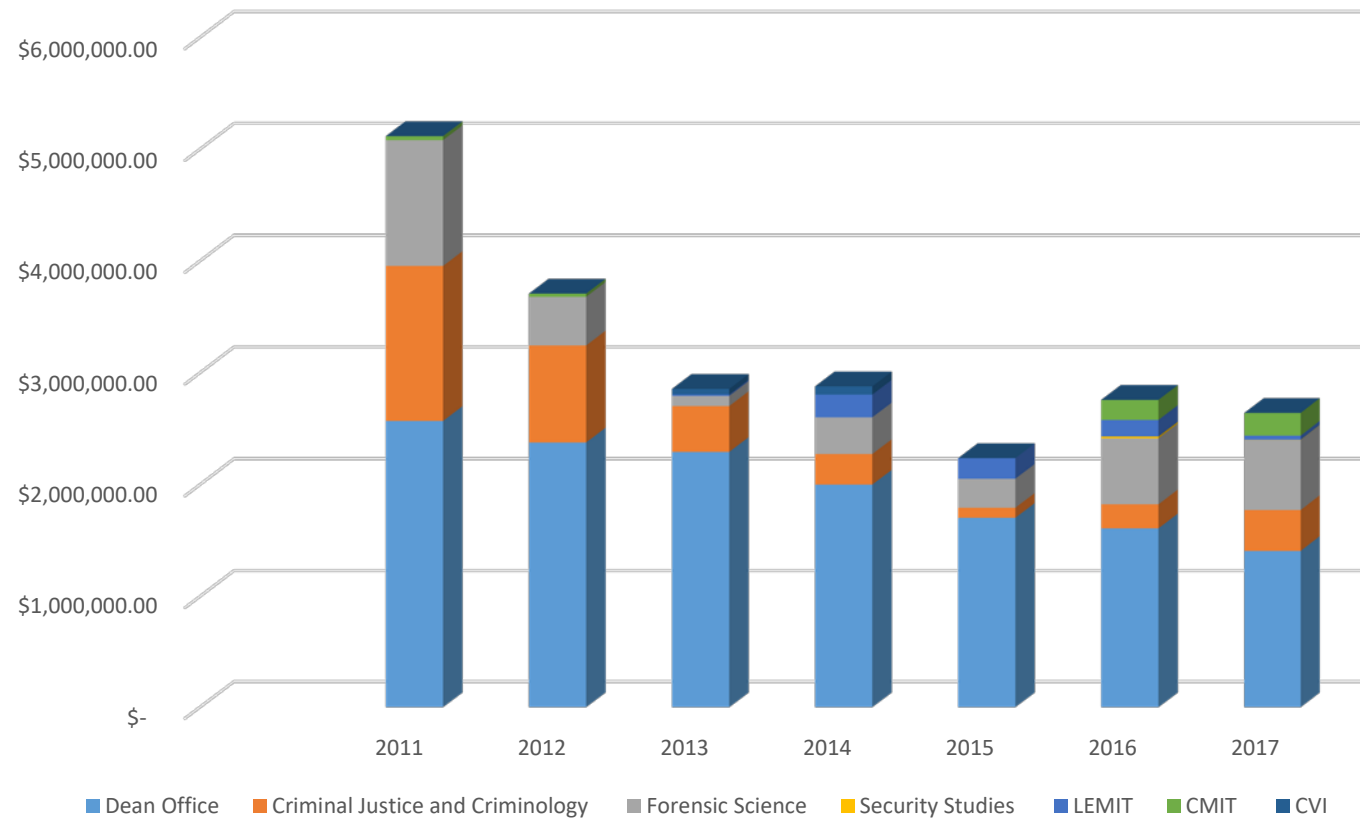
Percentage of SHSU Grants Secured by COCJ



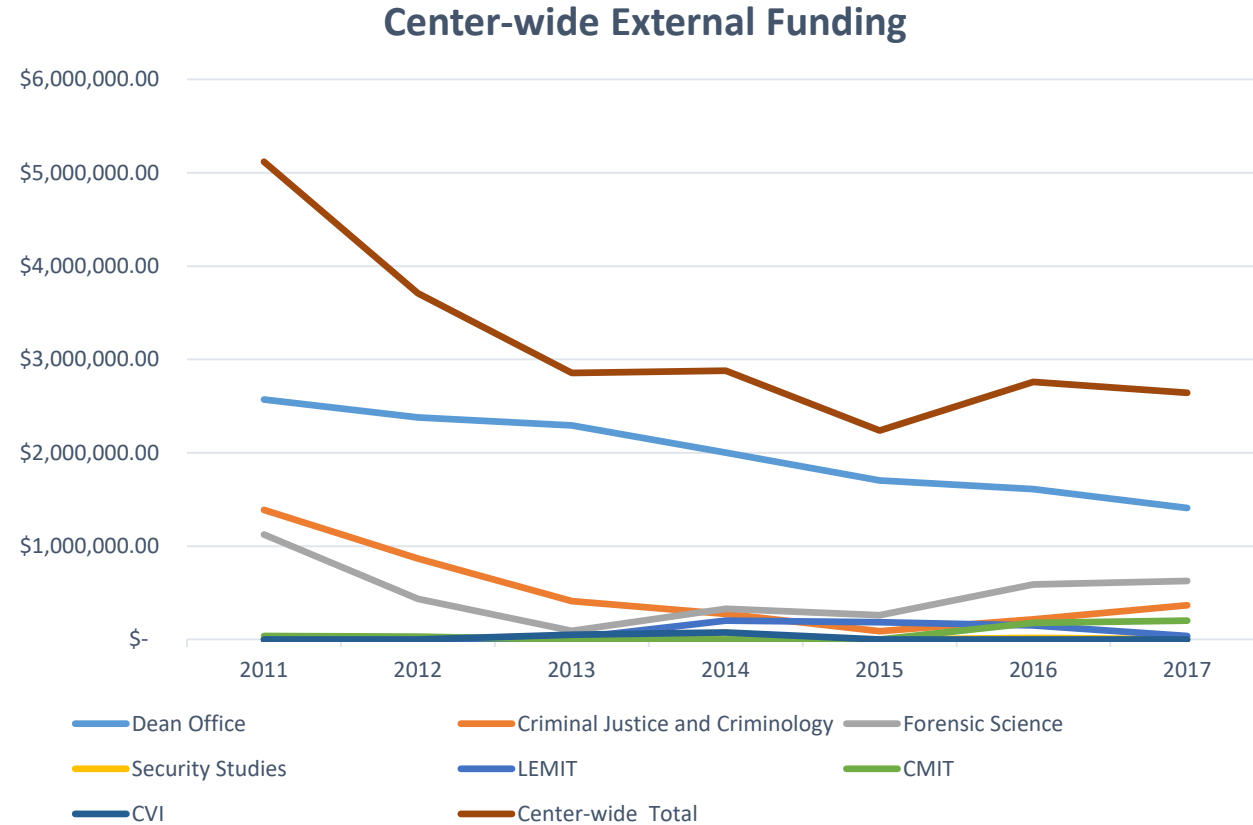
External Funding by Start Date and Area



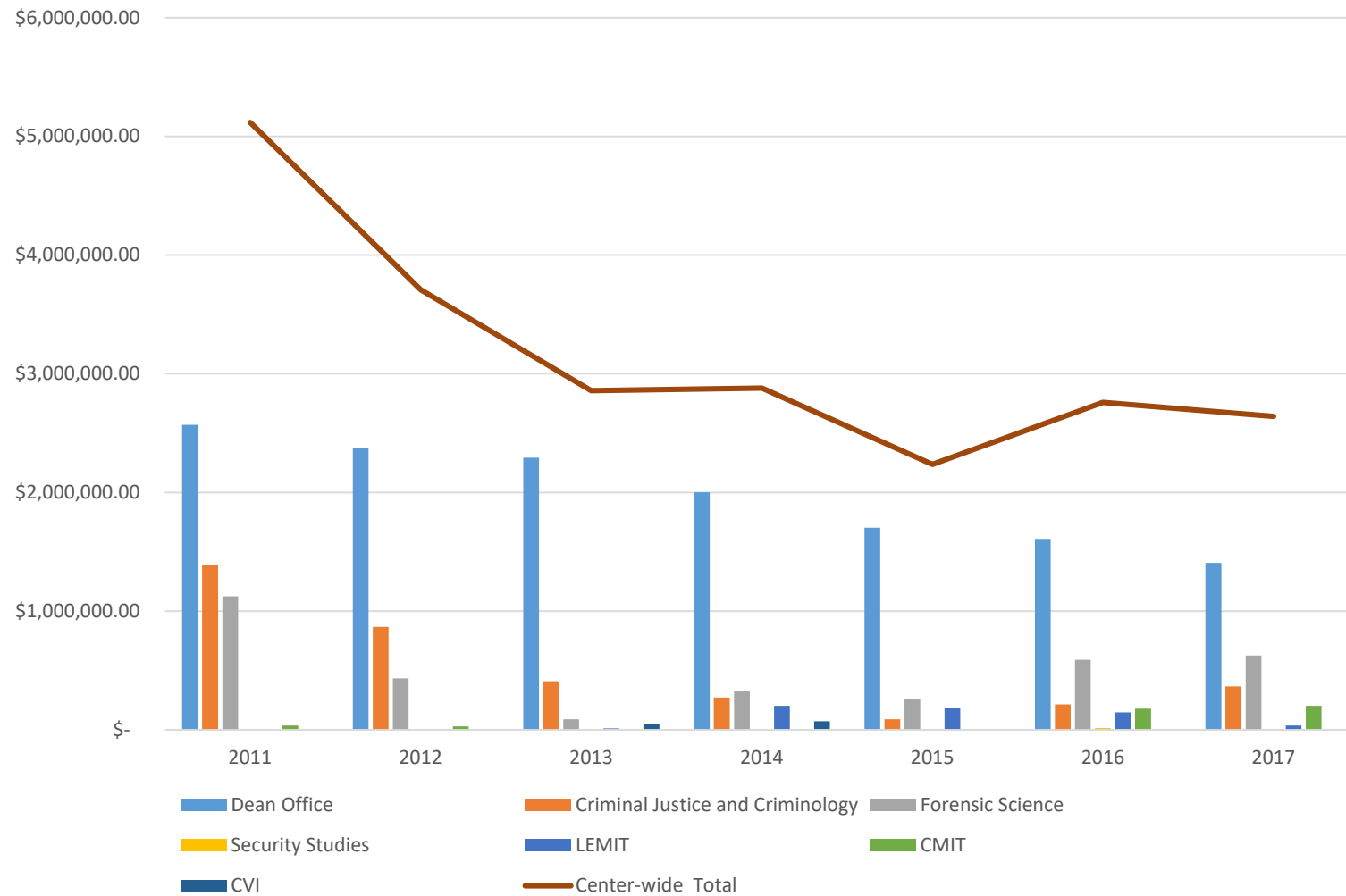
External Funding Amounts & Internal Sources



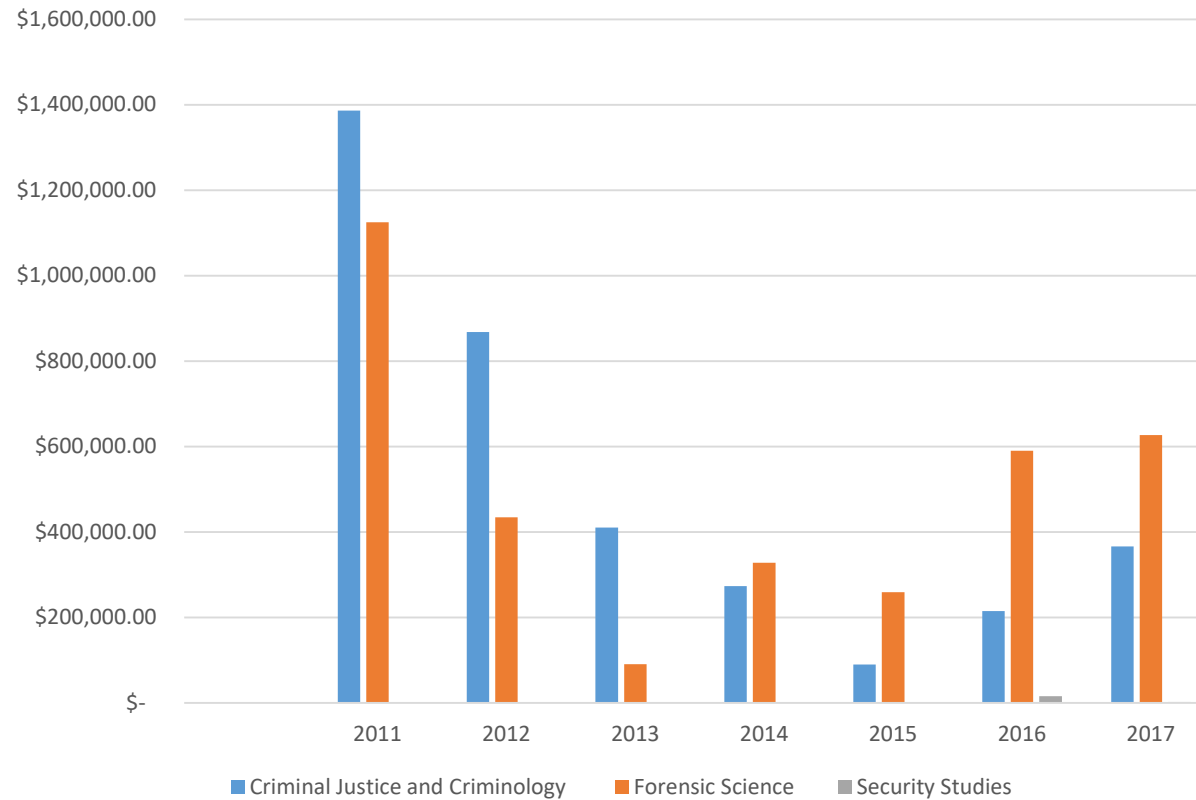
Center-Wide External Funding (Expended)



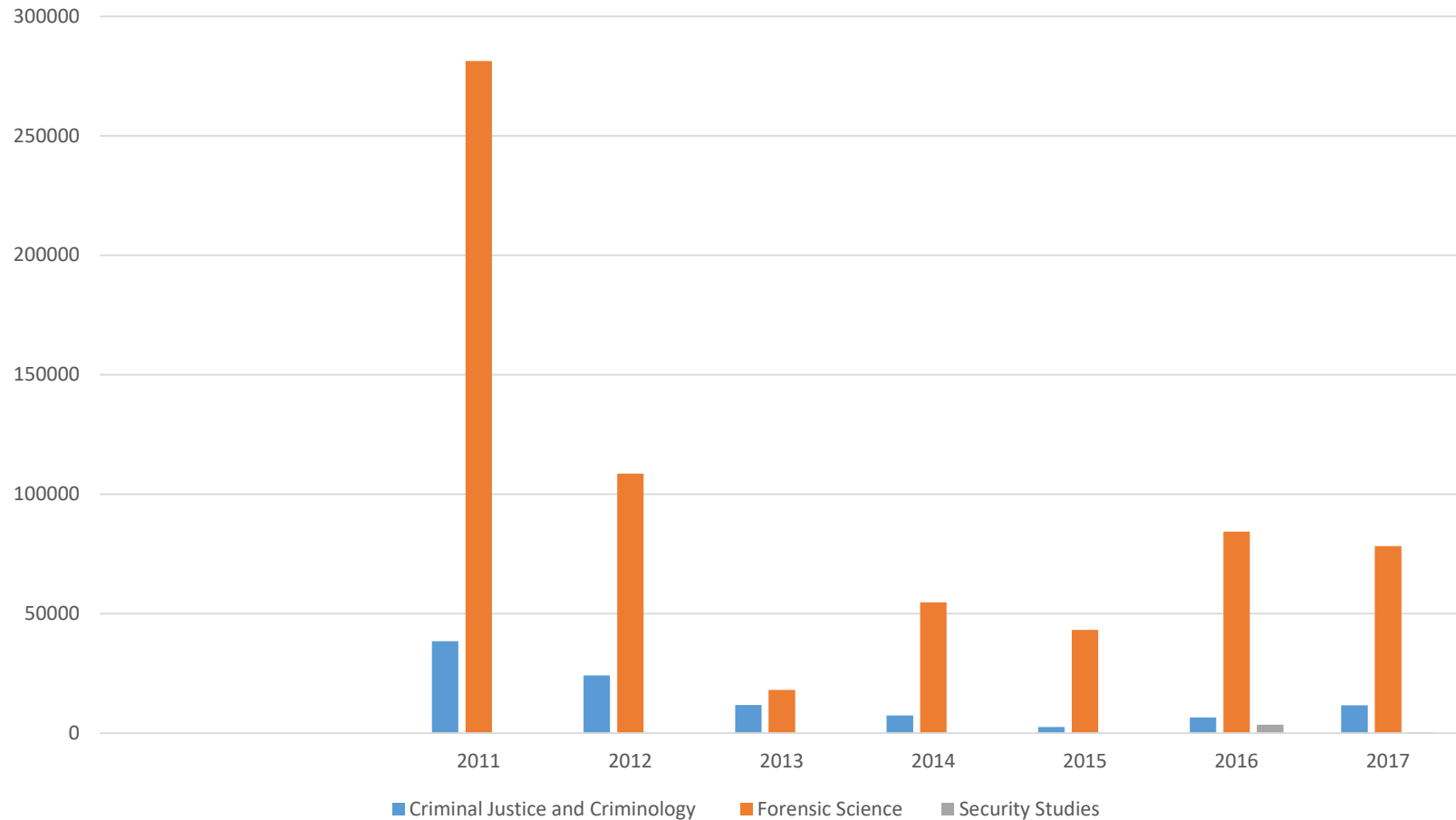
Center-Wide External Funding (Expended)



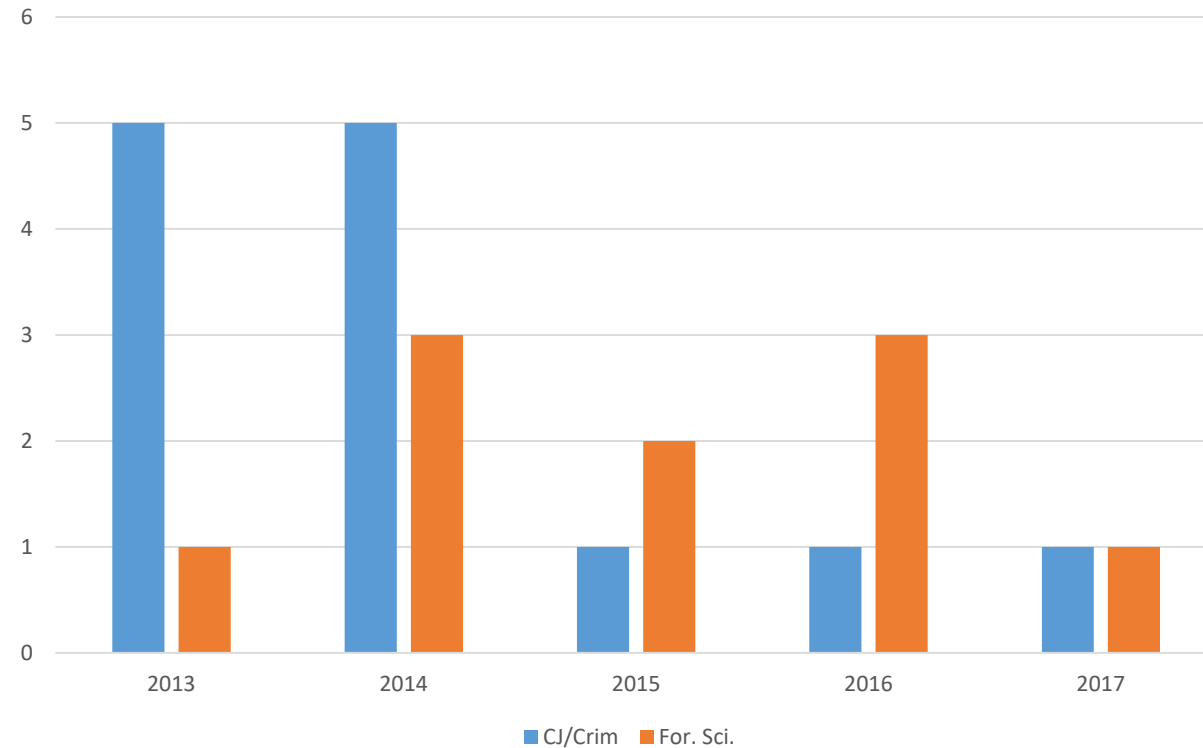
External Funding by Dept. (Expended)



Per Faculty Member EF by Dept. (Expended)

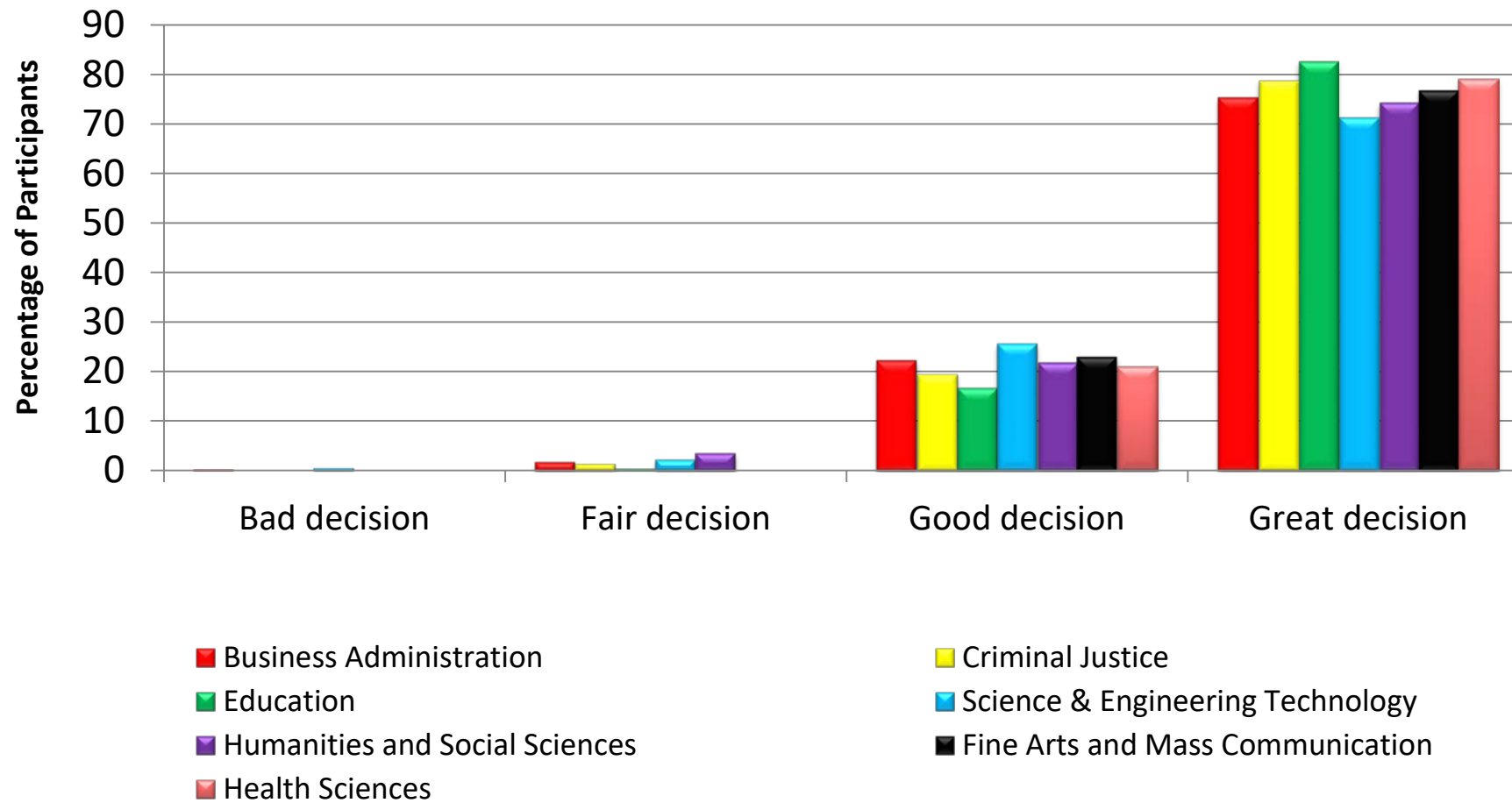


Number of .25 FTE Buyouts by Year



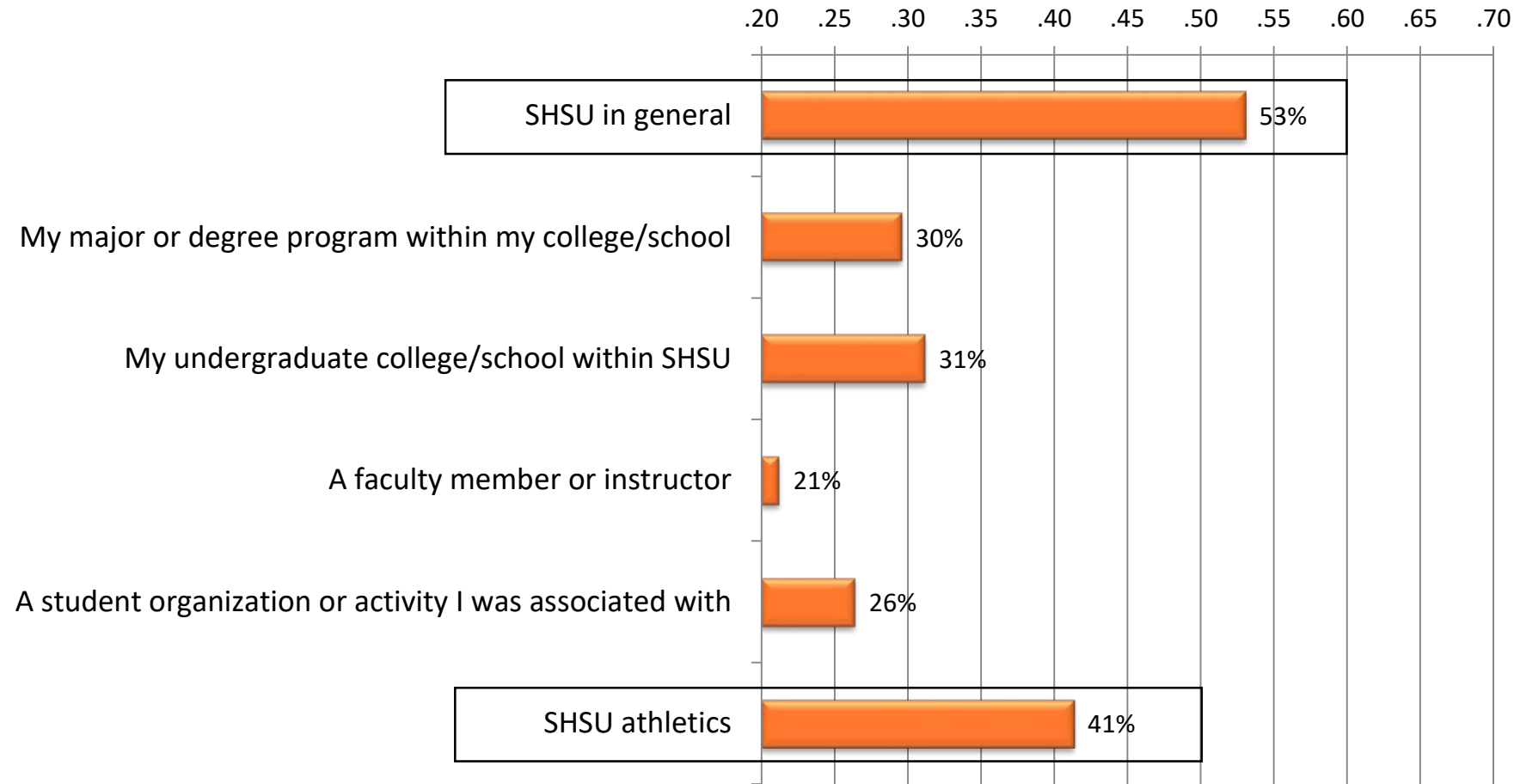
Selected Results from SHSU Alumni Survey

Q01. How would you rate your decision to attend SHSU?
By College



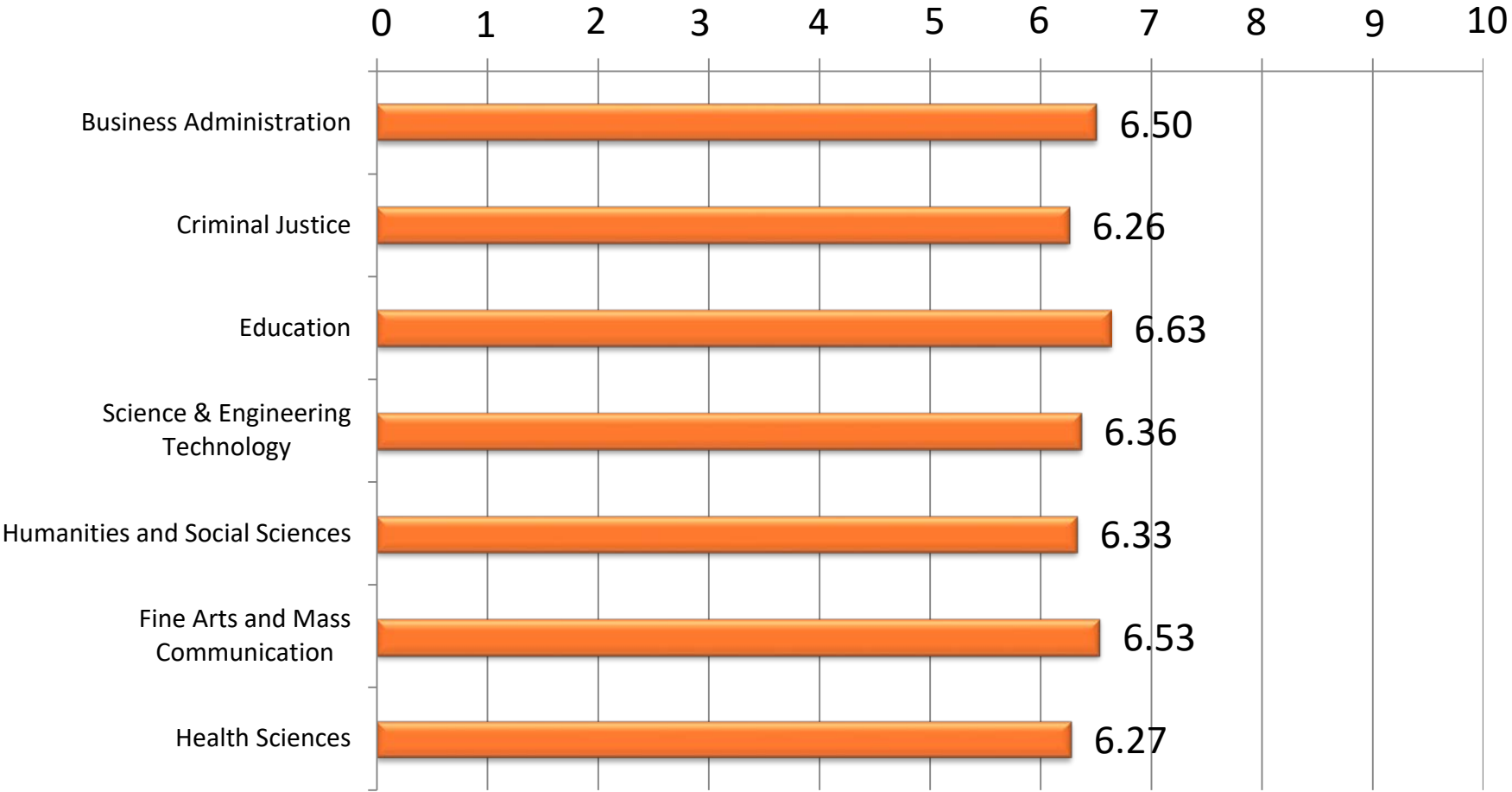
Correlation Analysis

Highest correlation to “Satisfaction Index” across Q22

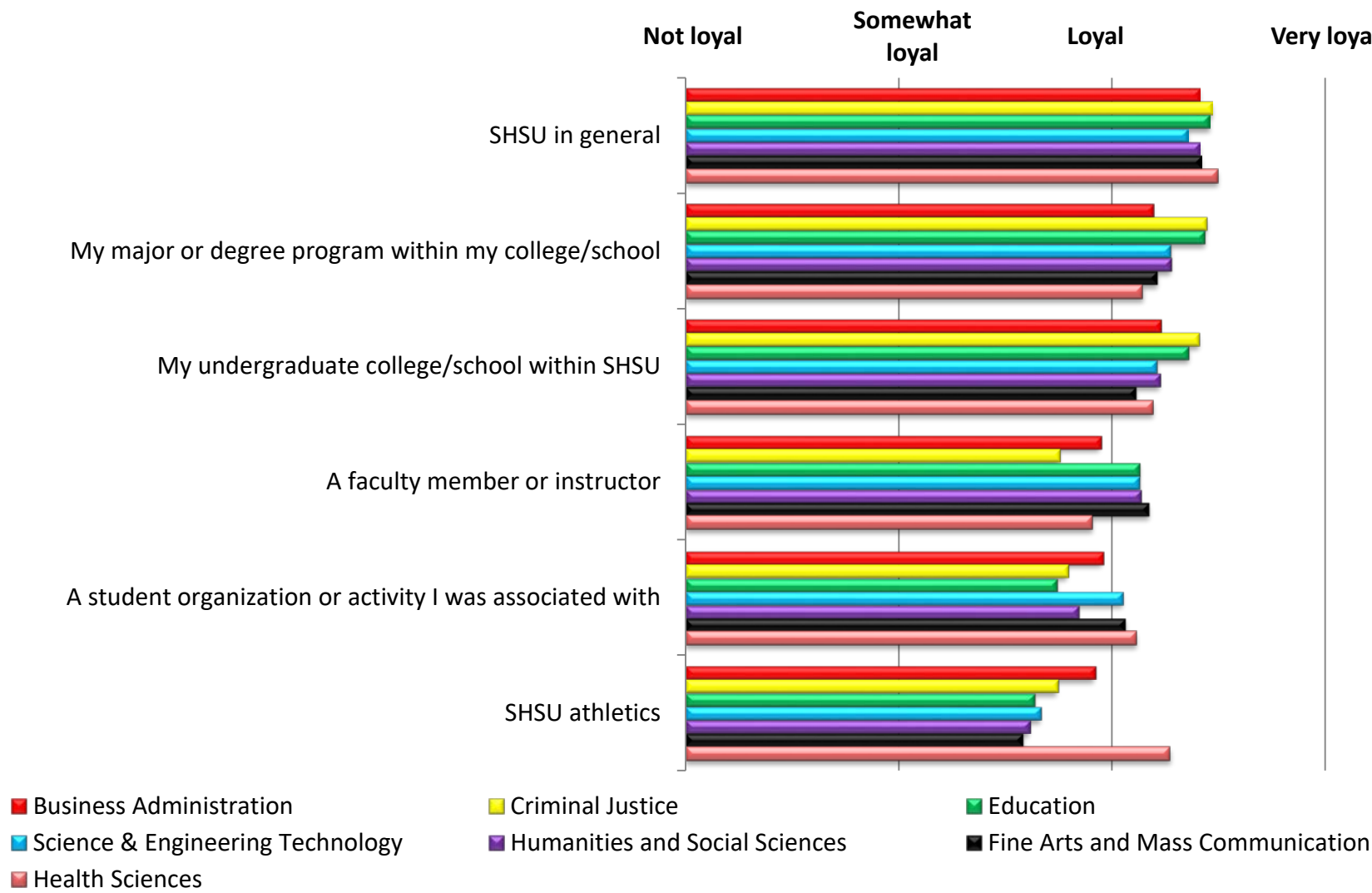


■ Q22. Please indicate the extent of your loyalty to each of the following:

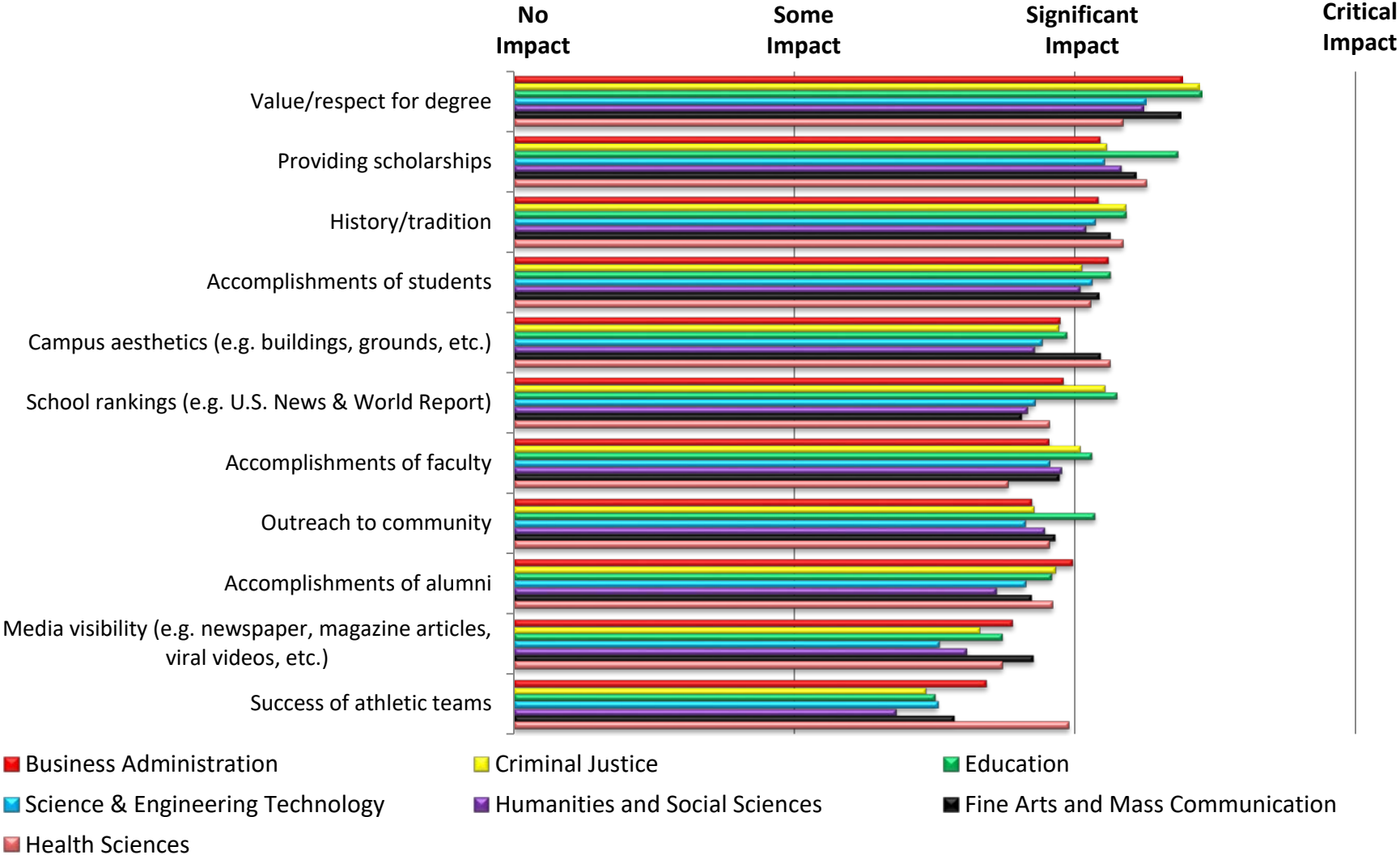
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to SHSU?
By College



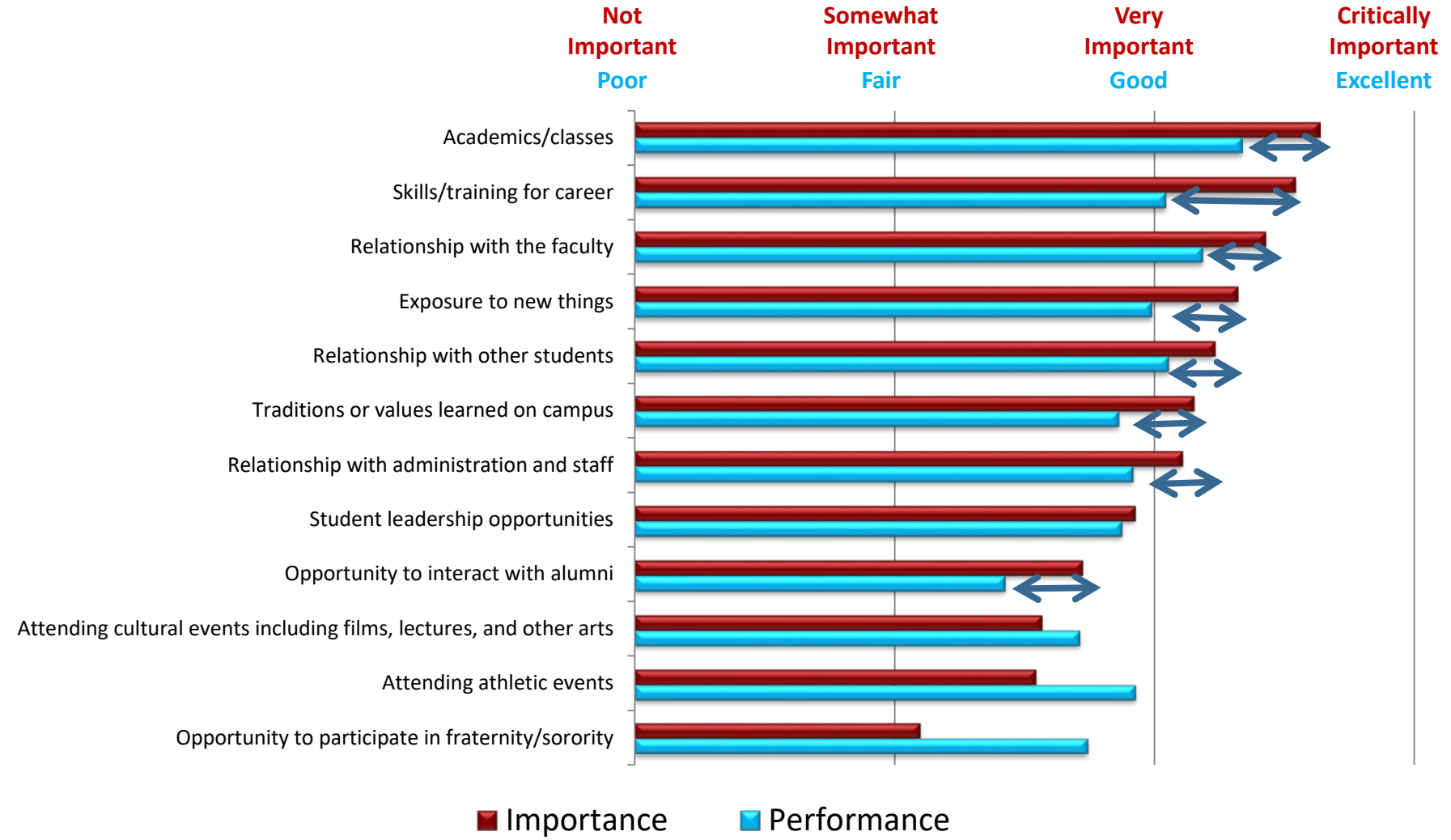
Q22. Please indicate the extent of your loyalty to each of the following:
By College



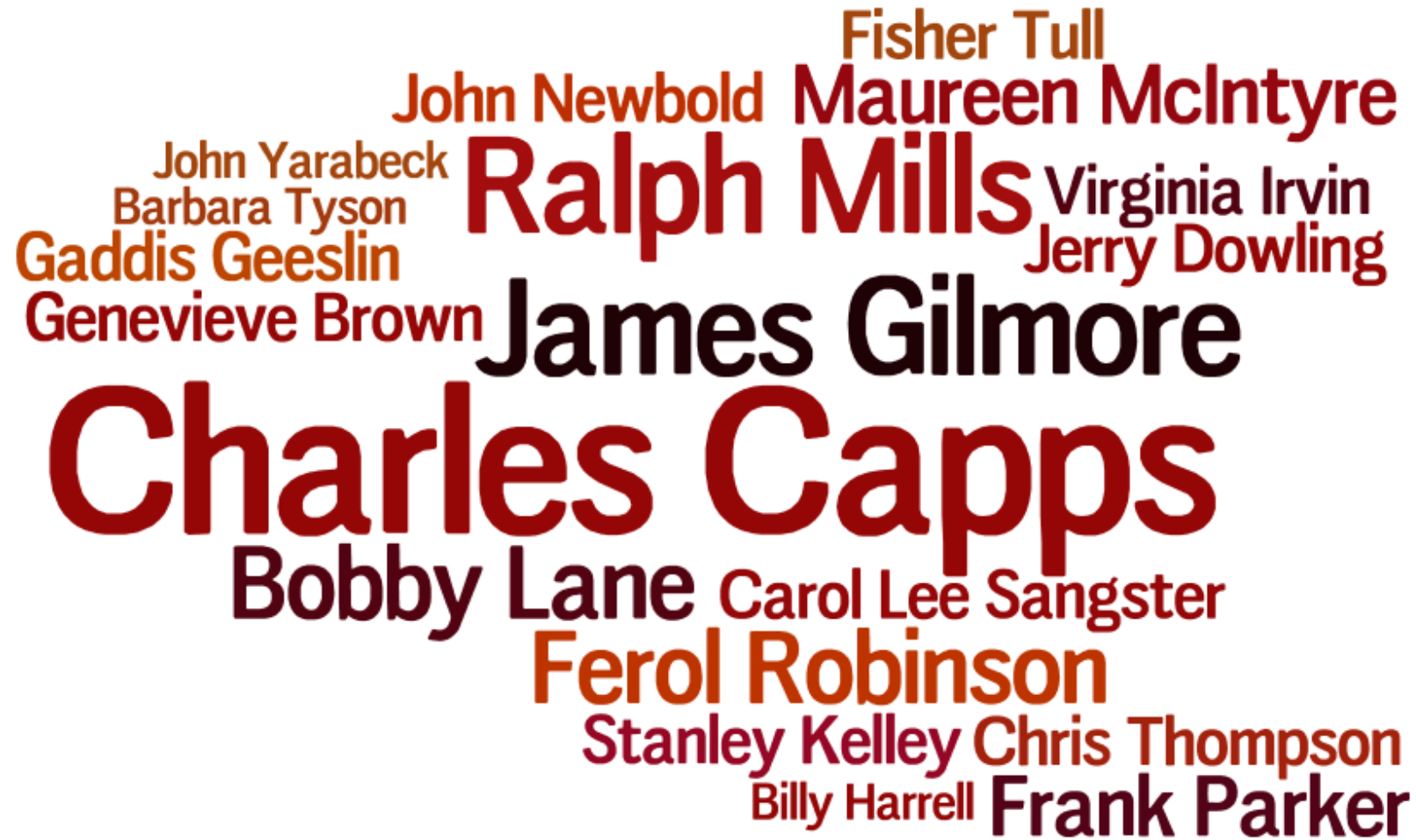
Q16. Please indicate how much each of the following impacts your overall opinion of SHSU:
By College



Q10. How important was each of the following to your experience as a student, and how well did SHSU do at providing them?



Q11 - Name one person who had a special impact on your experience as a student.



A word cloud of names, where the size of each name corresponds to its frequency in responses. The names are arranged in a roughly triangular shape, pointing downwards. The colors of the text range from dark red to orange-brown. The names included are:

- Fisher Tull
- John Newbold
- Maureen McIntyre
- John Yarabeck
- Barbara Tyson
- Ralph Mills
- Virginia Irvin
- Gaddis Geeslin
- Jerry Dowling
- Genevieve Brown
- James Gilmore
- Charles Capps
- Bobby Lane
- Carol Lee Sangster
- Ferol Robinson
- Stanley Kelley
- Chris Thompson
- Billy Harrell
- Frank Parker

Q12 - Name one program or activity that had a special impact on your experience as a student.

