

2.1

Degree-Granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown is authorized to award degrees at both the baccalaureate and graduate level by the State of Texas Education Code and by the Texas Higher Education Coordinating Board. The University's governing board, the University of Houston System (UHS) Board of Regents, also grants prior approval to all degree programs offered by UHD.

Texas Legislative Authorization

In 1979, the Texas Legislature established UHD as a freestanding university within the University of Houston System, as specified in the [Texas Education Code, Title 3, Subtitle F, Chapter 111](#):

Sec. 111.90. UNIVERSITY OF HOUSTON-DOWNTOWN. There is established in the City of Houston a coeducational institution of higher education to be known as the University of Houston-Downtown. This institution shall be located on land currently owned by the University of Houston System.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979. Amended by Acts 1983, 68th Leg., p. 151, ch. 41, Sec. 3, eff. April 26, 1983.

Sec. 111.91. ORGANIZATION AND CONTROL. The organization and control of the institution are vested in the board of regents of the University of Houston System. With respect to this institution the board of regents has all the rights, powers, and duties that it has with respect to the organization and control of the University of Houston and the University of Houston at Clear Lake City except as otherwise provided by this subchapter. However, the University of Houston-Downtown College shall be maintained as a separate and distinct institution of higher education.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979.

Sec. 111.92. ROLE AND SCOPE. The institution shall be organized to offer undergraduate and graduate programs subject to the authority of the board of regents of the University of Houston System and the Texas Higher Education Coordinating Board.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979. Amended by Acts 1997, 75th Leg., ch. 379, Sec. 1, eff. Sept. 1, 1997.

Sec. 111.93. AUTHORITY OF COORDINATING BOARD. The institution is a general academic teaching institution, and as such it is subject to the authority of the Coordinating Board, Texas College and University System.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979.










Texas Higher Education Coordinating Board Approval

All degree programs offered by UHD are approved by the Texas Higher Education Coordinating Board (THECB), which was established in the Texas Education Code to oversee higher education at Texas public institutions ([Texas Education Code Chapter 61](#)). The Texas Higher Education Coordinating Board rules to which UHD degree programs must conform are contained in the [Texas Administrative Code, Chapter 5C, Rules §5.42-§5.46](#). The Texas Higher Education Coordinating Board maintains a database on its website listing all authorized degree programs in [UHD's program inventory](#).

University of Houston System Board of Regents Authorization

The [Texas Education Code Chapter 111](#) specifies that the University's programs are "subject to the board of regents" as well as the Coordinating Board. In the [UHS Board of Regents Policy 21.01](#), the Board grants the System's component universities authority to conduct appropriate academic planning, but specifies that it has approval authority over all degree programs. All degree programs offered by UHD, therefore, must receive prior authorization from the Board of Regents before being submitted to the Texas Higher Education Coordinating Board.

Sources

-  [SACSCOC_Atascocita](#)
-  [SACSCOC_Cy-Fair](#)
-  [SACSCOC_Kingwood](#)
-  [SACSCOC_Site_Relocation_Notification-to_NW](#)
-  [TAC_19_Ch5_SubChC_Rule-542](#)
-  [TX_ED_Code-2.B-Chapter_61](#)
-  [TX_ED_Code_Chapter_111-UHD \(Page 12\)](#)
-  [UHD_Program_Inventory](#)
-  [UHS_Board_of_Regents_Policy-21](#)

2.2

Governing Board

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The nine-member University of Houston System Board of Regents governs all components of the University of Houston System, including University of Houston-Downtown.

Legal Authority of the Board

The method of appointment of board members and their legal authority is outlined in [Title 3, Subtitle F, of the Texas Education Code](#):

Sec. 111.11. BOARD OF REGENTS. The organization and control of the university is vested in a board of nine regents. Acts 1971, 62nd Leg., p. 3270, ch. 1024, art. 1, Sec. 1, eff. Sept. 1, 1971.

Sec. 111.12. APPOINTMENTS TO BOARD; TERMS. Members of the board are appointed by the governor with the advice and consent of the senate. The term of office of each regent shall be six years, except that in making the first appointments the governor shall appoint three members for six years, three members for four years, and three members for two years. Any vacancy that occurs on the board shall be filled for the unexpired term by appointment of the governor. Acts 1971, 62nd Leg., p. 3270, ch. 1024, art. 1, Sec. 1, eff. Sept. 1, 1971.

Responsibilities of the Board

[Section 51.352 of the Texas Education Code](#) sets forth the following responsibilities of the Board, which are recognized in the code as "traditional and time-honored": preserving institutional independence and defending each University of Houston System component university's "right to manage its own affairs through its chosen administrators and employees"; enhancing each university's public image; interpreting the community to each of the universities and the universities to the community; nurturing each university so that each may achieve "its full potential within its role and mission"; insisting on clarity of focus and mission for each university; and providing policy direction for each component university. Both the Texas Education Code and the Board's own bylaws specifically mandate that the governing board "shall provide the policy direction" for the University and that Board members have the legal responsibilities of a fiduciary in the management of funds under the control of institutions subject to the Board's control and management" ([Texas Education Code §51.352](#); [UHS Board of Regents Bylaws §1.2](#)). Additional responsibilities are specified in the Code and in the Board of Regents' own Bylaws.

In accordance with its own Bylaws, the full Board of Regents meets regularly on a quarterly basis and may also call special meetings when an emergent issue warrants such a meeting ([§6](#)). Additionally, the UHS Board of Regents Bylaws specify the Board's committee structure ([§5](#)), including the Executive and Compensation Committee and five standing committees, which may meet separately to oversee specific aspects of university governance and facilitate the Board's fulfillment of its various responsibilities: the Academic and Student Success Committee; the Audit and Compliance Committee; the Endowment Management Committee; the Facilities, Construction and Master Planning Committee; and the Finance and Administration Committee. The agendas and minutes of the [Board meetings](#), published on the Board of Regents' website, attest to the Board's fulfillment of these responsibilities in the governance of the University of Houston-Downtown. For example, at the [February 26, 2014 Board Meeting](#), the Board of Regents voted to approve the Finance and Administration Committee's recommendation that the Chancellor be delegated to negotiate a contract for "the design and construction of Girard Street Parking Garage and Welcome Center at the University of Houston-Downtown."

The [Board Bylaws](#) ensure that the Board, in keeping with Core Requirement 2.2., "is not controlled by a minority of board members or by organizations or interests separate from it." The Bylaws provide that "*Robert's Rules of Order* shall govern the procedure at meetings unless modified by standing or special rules of the board or by a majority vote of a quorum" ([§6.1](#)), and Robert's Rules require a quorum be present to conduct business, ensuring that no minority faction can control the agenda. Further, the bylaws stipulate that "No board member shall serve more than two consecutive terms as chair" ([§4.1](#)), thus ensuring that no regent will preside over the Board of Regents for the entirety of his/her appointment.















The Board maintains on its website a meeting schedule, minutes and agendas of meetings, and a [roster of its current members along with their biographies](#).

Ethical Conduct of the Board

As officers of the State of Texas, University of Houston System regents are bound by the ethics provisions enumerated in [Texas Government Code, Title 5.B, Section 572.051](#). To ensure that Board members and all employees of system component universities "adhere to the highest ethical standards" and avoid conflict of interests, the Board has a [Code of Ethics \(Board of Regent Policy 57.01\)](#) that includes [§572.051 of the Government Code](#) as well as separate Board of Regents Policies on Academic Freedom ([21.03](#)), Sexual Harassment ([29.02](#)), Governmental Appearances ([81.01](#)), Consulting and Paid Professional Service ([57.01](#)), Dual Office Holding ([57.04](#)), Nepotism ([57.07](#)), and Conflicts of Interest ([57.08](#)). The Board of Regents' compliance with the SACSCOC Core Requirement 2.2 is evidenced in particular by the provisions of Board of Regents Policy 57.08, which forbids Board members and employees to "transact any business for the System with any entity of which he/she is an officer, agent, employee, or member, or in which he/she owns a significant interest" ([57.08.7](#)), "make personal investments in any enterprise that foreseeable might create a substantial conflict between his/her private interests and the System's interests" ([57.08.8](#)), and "accept other employment that might impair his/her independence of judgment in the performance of his/her System duties" ([57.08.9](#)), among other prohibitions.

The Board of Regents' Code of Ethics Policy also requires that Board members sign and submit annual certification statements "affirming their compliance with their official oath and specific provisions of Texas statutes related to ethical behavior" ([57.01.4](#)). To ensure compliance with ethical standards, Board training includes these policies and an application for annual ethics certification. A sample of a [signed Board of Regents Conflict of Interest Certification form](#) is included with the supporting documents for this standard.

Sources

-  TX_ED_Code_Chapter_111-UHD
-  TX_ED_Code_Chapter_51 (Page 47)
-  TX_GOVT_Code_Title5B_Section-572-051
-  UHS_Board_of_Regents_Bylaws
-  UHS_Board_of_Regents_Bylaws (Page 6)
-  UHS_Board_of_Regents_Bylaws (Page 9)
-  UHS_Board_of_Regents_Code_of_Ethics
-  UHS_Board_of_Regents_Conflict_of_Interest_Certification-Regent_Agrawal
-  UHS_Board_of_Regents_Meeting_Minutes_02-26-2014
-  UHS_Board_of_Regents_Members
-  UHS_Board_of_Regents_Members_Form-Core_Requirement_2.2
-  UHS_Board_of_Regents_Policies
-  UHS_Board_of_Regents_Quartely-Special_Called_Meetings_FY2012-FY2013
-  UHS_Organizational_Chart

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Dr. William V. Flores is currently the President of the University of Houston-Downtown. His primary responsibility is to the University, and he is neither an officer nor a member of the Board of Regents, as demonstrated by the [Board of Regents Member Roster](#) included with the supporting documents for this standard.

Administrative Structure

The University of Houston-Downtown is one of the four component universities of the University of Houston-System, which is governed by the UH System Board of Regents and overseen by the Chancellor, who also serves as the President of the University of Houston itself. The presiding officer of the UHS Board of Regents for FY 2015 is [Chairman Tilman J. Fertitta](#), and the current Chancellor of the System is Renu Khator. Pursuant to Board policy, President Flores reports to Chancellor Khator. The [UH System organizational chart](#) represents the system's Executive reporting structure, which confirms the separation of the Board's and UHD's President's functions. The Chancellor evaluates this organization chart each year to ensure that it accurately reflects the reporting structure. Dr. Flores is neither an officer nor a member of the Board of Regents.

The structure for governance for the University of Houston System has its basis in [Texas Education Code §111.21](#), which vests the Board of Regents with the authority of appointing the System's Chief Executive Officer (the Chancellor) to oversee the operation of the System as a whole, and in [Texas Education Code §352 \(d\)](#), which stipulates the Board of Regents' responsibility to appoint and evaluate the president of each component university. In accordance with these statutory requirements, UH System Board of Regents Policy affirms the Board's authority to appoint the Chancellor and the component university presidents and specifies the purview of each executive along with the reporting structure ([BOR Policies 02.01](#) and [02.02](#)).

Appointment

The Board of Regents approved President Flores' appointment at the [Board meeting of June 5, 2009](#) after conducting a [national search](#) to fill the position. His appointment was effective July 2009, when he succeeded President Max Castillo, who served as President from 1992 until 2009.

Qualifications

President Flores' [curriculum vita](#) demonstrates that his education and experience make him well qualified to serve as President of UHD. He earned a PhD in Social Theory and Public Policy from Stanford University in 1987. He earned tenure and promotion at California State University at Fresno, and subsequently held positions at Stanford University and Santa Clara University. His prior executive experience includes serving as Deputy Secretary for the New Mexico Higher Education Department from 2007 through 2009, Executive Vice President and Provost at New Mexico State University from 2001 through 2007, Interim President of New Mexico State University in 2003, and Dean of the College of Social and Behavioral Sciences at California State University, Northridge, from 1997 to 2001.

Responsibilities

Board of Regents Policy 02.02 defines the President's general responsibility as "the management and operation of the component University" ([BOR 02.02.A](#)). Board Policy 21.01 specifies that the President's responsibilities include "preparing and implementing" mission-appropriate plans for the University ([BOR 21.01.D](#)). In his capacity as Chief Executive, President Flores is thus responsible for overseeing UHD's academic programs, fiscal planning and management, advancement, marketing, and constituent, community, and governmental relations. He is also responsible for ensuring the institution is in compliance with all federal and state laws, and with all System and University policies. The President also has the responsibility for ensuring accreditation and reaffirmation for the institution.

Cross References

[Comprehensive Standard 3.2.1](#)

[Comprehensive Standard 3.2.2](#)

[Comprehensive Standard 3.2.3](#)

[Comprehensive Standard 3.2.4](#)

Sources

-  [President_William_Flores](#)
-  [TX_ED_Code_Chapter_111-UHD \(Page 3\)](#)
-  [TX_ED_Code_Title_3A_51-352](#)
-  [UHS_Board_of_Regents_Chairman-Fertitta](#)
-  [UHS_Board_of_Regents_Members](#)
-  [UHS_Board_of_Regents_Policies_ALL \(Page 4\)](#)
-  [UHS_Board_of_Regents_Retreat_06-05-2009](#)
-  [UHS_Organizational_Chart](#)
-  [UH_Downtown_Presidential_Search_Ad_2009](#)

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown has an appropriate, institution-specific mission that is comprehensive and clearly defined.

As required by SACSCOC in Core Requirement 2.4 and by the [Texas Education Code §51.359](#), the University's mission addresses teaching and learning, research, and public service. The University's specific commitment is to provide educational opportunities for the students of Houston in all its demographic richness. The mission statement reads as follows:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

The mission statement expresses the University's commitment to teaching and learning in its promise to provide appropriate baccalaureate, master's, and life-long learning programs that develop students' talent and prepare students for academic and economic success. It also affirms the University's special commitment to serve the diverse community of the Greater Houston area in the promise to provide programs that "address the needs and advance the development of the region." The mission also stipulates the promotion of scholarly research that supports the development of student talent and the Houston economy within a regional and global context.

The University's mission is appropriate to an institution of higher learning. The threefold commitment to "strong academic and career preparation," community and regional development, and scholarly research ensures that the mission fulfills the eight aspects of "Institutional Responsibility" as defined for universities in the Texas Education Code ([§51.354](#)):

In addition to specific responsibilities imposed by this code or other law, each institution of higher education has the general responsibility to serve the public and, within the institution's role and mission, to:

- (1) transmit culture through general education;
- (2) extend knowledge;
- (3) teach and train students for professions;
- (4) provide for scientific, engineering, medical, and other academic research;
- (5) protect intellectual exploration and academic freedom;
- (6) strive for intellectual excellence;
- (7) provide educational opportunity for all who can benefit from post-secondary education and training; and
- (8) provide continuing education opportunities.

The current mission statement was approved by the [UHS Board of Regents on February 16, 2010](#), and subsequently by the Texas Higher Education Coordinating Board at the [quarterly meeting held April 29, 2010](#). In accordance with the Texas Education Code ([§51.352](#)) and the UHS Board of Regents bylaws, the Board requires "clarity of focus and mission of each institution under its governance" ([BOR Bylaws 1.2. a.5](#)) and the development of goals for the University "consistent with the role and mission of the institution" ([BOR Bylaws 1.2. d.1](#)). Because the Board of Regents and Texas Higher Education Coordinating Board approvals are both contingent upon the compatibility of the institution's goals with its mission, the University's programmatic and fiscal planning is always driven by the terms of its core institutional mission as articulated in the mission statement.

The University's mission is implemented through its slate of academic programs, research initiatives, and collaborative efforts with educational and business partners. Additionally, the University also offers a number of pre-collegiate programs for local youths and continuing education programs for professionals upgrading specialized skills. In recognition of the University's strong record of public service and outreach activities, the Carnegie Foundation for the Advancement of Teaching has awarded the University of Houston-Downtown its [2015 Community Engagement Classification](#).

The mission statement is published on the [University website](#) and in the [Staff Handbook](#), the [Faculty Handbook](#), the [Undergraduate Catalog](#), the [Graduate Catalog](#), and annual [planning and budget documents](#) presented to the UHS Board.

Cross References

[Comprehensive Standard 3.1.1](#)

Sources

- [2014_2015_Graduate_UHD_Catalog](#)
- [2014_2015_Undergraduate_UHD_Catalog](#)
- [2015_Carnegie_Foundation_Community_Engagement_Classification_UHD](#)
- [Mission_and_Vision_UHD](#)
- [Overview_Guidelines_and_Process](#)
- [THECB_Minutes_04-29-2010](#)
- [TX_ED_Code_Title_3A_51-352](#)
- [TX_ED_Code_Title_3A_51-354](#)
- [TX_ED_Code_Title_3A_51-359](#)
- [UHD_Faculty_Handbook_2015 \(Page 8\)](#)
- [UHD_Staff_Handbook_Mission](#)
- [UHS_Board_of_Regents_Bylaws \(Page 2\)](#)
- [UHS_Board_of_Regents_Quarterly_Meeting_Minutes_02-16-2010](#)
- [University_Vision_Mission_Goals_and_Strategies_for_Advisory_Team](#)

2.5

Institutional Effectiveness

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown's commitment to ongoing, integrated, and institution-wide research-based planning and evaluation is apparent in the institution's administrative structure, planning and evaluation processes, and comprehensive strategic planning documents and annual reports to the Board. The institution's mission, vision, goals, and outcomes as articulated in the Strategic Plan guide institutional planning and assessment in all administrative and academic units and support strategic goals of the University of Houston System (UHS) and the Texas Higher Education Coordinating Board (THECB). UHD's research-based planning and evaluation efforts result in continuous improvement at all levels within the University and enable the University to accomplish its mission.

University of Houston System Oversight of Planning and Budgeting Processes

UHD is one of four institutions that comprise the University of Houston System (UHS). The UHS, and by extension, UHD, is overseen by the University of Houston System Board of Regents. [Board Policy §21.01](#) mandates that "component universities ... employ Systematic processes to assess needs, identify goals, develop operating plans and budgets, evaluate performance outcomes, and report performance results."

Board Policy §21.01.1 stipulates the following:

- Each university must engage in an annual planning, evaluation, and reporting process;
- Budget and planning reports must incorporate an evaluation of performance outcomes and results;
- The university president is responsible for planning and budgeting, and works collaboratively with the UHS Chancellor to ensure "that the results are compatible with the missions and goals approved" at both the System and institution levels;
- The annual budget and planning reports must be approved by the Board; and
- The university president is responsible for implementing approved budgets and plans.

University of Houston System Administrative Memo (SAM) 03.C.01 describes the System's planning and budgeting process in detail and includes a systematic performance evaluation in which "component universities submit an accountability report to the Board of Regents, thereby completing the cycle of planning, budgeting and evaluation. Key performance measures are examined in the areas of student participation, student success, academic excellence, research, and institutional efficiencies/effectiveness."

The University's planning model, guided by the Board Policy §21.01 and SAM 03.C.01, ensures that UHD's planning and budgeting processes support the accomplishment of the University's mission, that the processes are ongoing and integrated, and that progress toward the institution's goals is systematically evaluated using data.

Integrated Strategic Planning at UHD

As a public university UHD strives to embrace an integrated strategic plan that is aligned with:

1. the university mission,
2. the strategic priorities and goals of the University of Houston System, and
3. the Texas State Higher Education Plan, which is also known as the Closing the Gaps 2015 plan.

UHD's Mission Statement

In conjunction with the redefining of the UH System's priorities, in 2009 Chancellor Renu Khator and the Board of Regents asked each component university to revise its mission statement to ensure that each was distinct yet instrumental in fulfilling the System's vision of providing educational access to students of the Houston metropolitan area, promoting regional economic development, and enhancing "the quality of life in the region" (UHS Mission Statement). Under President Flores' direction, UHD undertook the process of revising its mission statement through shared governance processes in 2009-2010. The revised mission statement was approved by the [Board of Regents in February 2010](#) and the [Texas Higher Education Coordinating Board in April 2010](#). The revised mission statement clearly defines UHD's educational mission and role in the community:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

The mission statement is published online on the UHD website and in the [Undergraduate Catalog](#), [Graduate Catalog](#), [Faculty Handbook](#), [Staff Handbook](#), [Student Handbook](#), and [Graduate Guidelines](#).

Closing the Gaps 2015: The Texas Higher Education Plan

The Closing the Gaps 2015 plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has four goals: to close the gaps in student participation, student success, excellence, and research. The Closing the Gaps 2015 plan includes strategies for reaching each of the goals and an annual performance measuring system. As a state university, UHD is evaluated annually by the state on a number of accountability measures, including enrollment, number of degrees awarded, teacher production and certification, six-year graduation rate, baccalaureate graduate success in terms of employment or graduate-school enrollment, research expenditures, classroom space usage, tuition costs, average class size, and fundraising. The benchmarks for these measures were set through 2015 in the State's [Closing the Gaps 2015: The Texas Higher Education Plan](#). The University must continue to strive for improvement in these areas because they factor into state funding formulas, and many of these measures inform more specific system goals, progress-card goals, and University-level goals. The University submits to the state an annual "Accountability Report" measuring its performance in these areas, and the data on the individual measures is published on the Texas Higher Education Coordinating Board's [Higher Education Accountability System](#) web page.

UH System Planning and Oversight

UHD has a distinct mission that sets it apart from the other components of the University of Houston System. However, as a component university, UHD also participates in UH System strategic planning and must align its own particular plan and goals with the UHS Strategic Plan. Since its last decennial reaffirmation of accreditation by SACSCOC in 2005, the UH System has adopted two strategic plans, which reflected the vision of its former and current chancellor respectively.

1. *UHS Strategic Plan 2004-2007*

From 2003 to 2007, Dr. Jay Gogue served as Chancellor of the University of Houston-System, and in 2004, he created the UHS Strategic Planning Steering Committee, with representatives from each component university's faculty, staff, and administration, to forge a new strategic plan for the entire system that would in turn serve as a guide for each of the component universities in their own planning processes. The Board of Regents approved the resulting eight **UHS Strategic Principles** proposed by the Steering Committee: institutional excellence, student access, diversity, research, external partnerships, faculty/staff recruitment and retention, PK-16 partnerships, and administrative accountability and efficiencies.

2. *UHS Strategic Plan 2008-Present*

Dr. Renu Khator succeeded Jay Gogue as Chancellor in January 2008, and she inaugurated the "**UHS Goals and Principles**" strategic plan. Chancellor Khator's plan focuses on increasing national competitiveness in academics and research, student success and access, and community advancement. Under this plan, each component university must measure its success in meeting the relevant System goals in these areas with a set of university-specific metrics known as a "**Progress Card**." The University must key all new initiatives and budget items to one of these system-wide goals.

Strategic Planning at UHD

Under President Flores' leadership, UHD significantly broadened its vision by revising the University's mission statement, introducing admission standards, and developing a comprehensive strategic plan. Dr. Flores accomplished these changes through a broad and inclusive process he established shortly after he was appointed President in July 2009.

Strategic Planning-Process Restructuring

Under the leadership of its President, UHD worked with the System leadership and the UHD community at large not only to ensure that UHD's institutional goals align with the "UHS Goals and Principles," but that the UHD community is heard and owns the planning process. Beginning in August 2009, several focus groups were organized, surveys were administered, and town hall meetings were held to better understand the concerns of the UHD community, the UHS system, and the Houston community. These meetings included faculty, staff, students, alumni, volunteers, donors, and major employers. A five-question survey was distributed online, through email, and regular mail to over 5,000 individuals, and the results (analyzed and summarized by a committee of faculty and staff) were reported to the campus and to the Leadership Team of nearly one hundred of faculty, staff, students, and alumni that were nominated by deans, faculty senate, and vice presidents. In 2009, consultants were invited from the Texas Higher Education Coordinating Board and Greater Houston Partnership for University-wide training in leadership skills, budgeting, and the economics of higher education to help equip members of the Leadership Team with appropriate skills and knowledge required for a strategic planning process. As a result of these meetings with the Leadership Team and the various constituencies, the new mission statement was proposed and adopted and a new institutional vision was developed, and those on the Leadership Team laid the foundation for a strategic plan appropriate to the University's evolving institutional identity and mission. The University then launched a truly strategic planning process and appointed a committee to develop a long-range strategic plan, based on input and direction provided by the Leadership Team.

During the 2009 planning process, the University recognized the need to revise the budget planning process and to align budget planning with the new strategic plan. President Flores subsequently established a Budget Reductions and Efficiency Task Force to review all base funding and to make recommendations for re-alignment and re-organization based on strategic priorities. As a result of the Task Force recommendations, UHD re-aligned the budget process, began the process of annual review and re-allocation of positions, and appointed the current Budget Planning and Development Committee (described below). UHD's experiences with restructuring the UHD planning process have been outlined in several published essays, including "**Lessons in Leadership**" and "**Building an Entrepreneurial University**," included in the supporting documents.

An early version of the current Strategic Plan was developed in 2009. Under the direction of the Provost, the planning group that constituted of faculty, staff, and students reconvened in 2012 to formalize the plan in *UHD Strategic Plan 2012-2020*. As the Strategic Plan is a living document and provides the institution direction and framework, the President regrouped University leadership (including key faculty, administrators, staff, and students) again in Summer of 2014 to identify the University's accomplishments related to the strategic goals from 2009 to 2014, and to update the 2012-2020 Strategic Plan. In preparation for the leadership retreat, six subcommittees consisting of faculty, staff, and students worked diligently during the **Summer 2014** to identify the **accomplishments**, update the Strategic Plan, and create action plans based on data. The two-day retreat included plenaries, presentations, and group discussions, which resulted in identifying the strategies for the next five years with particular focus on an FY16 action plan.

The strategic planning subcommittees continued to meet periodically during 2014-2015 to assess the progress on their respective action plans, and to finalize the objectives and strategies for each of the six goals. The subcommittee leaders made presentations at the Executive Council to keep the UHD community informed of the progress. As part of the strategic planning process, the President also conferred with various external groups who provide input on goals and strategies, including the President's Community Partner and Advisory Council in January of 2015.

Now finalized and published on the University's website, the resulting *UHD Strategic Plan 2015-2020* articulates six major goals, with measurable objectives and associated strategies.

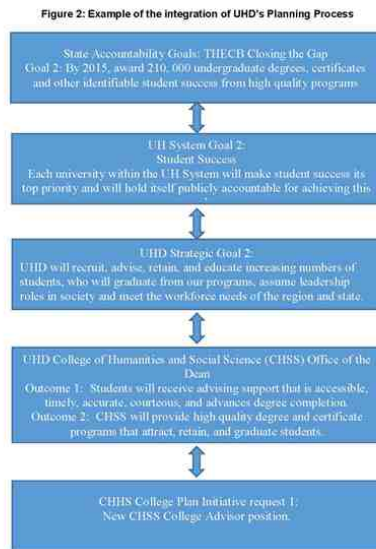
Strategic Goals comparison from 2012-2020 and 2015-2020	
Strategic Goals 2012-2015	Strategic Goals 2015 2020
<p>Goal #1: Recruit, advise, retain, and educate increasing numbers of students who will graduate from our programs, assume leadership roles in society, and meet the workforce needs of the region and state.</p>	<p>Goal #1: Student Success Advise, retain, and educate increasing number of students who meet the workforce needs of the region and the state.</p> <p>Goal # 2: Student Access Recruit an increasing number of qualified students from the diverse community.</p>
<p>Goal # 2: Consistent with the shared values of the University, develop nationally and regionally prominent academic programs that provide students with high- impact experiences and opportunities to gain 21st-century skills.</p>	<p>Goal #3: Programmatic Advancement Develop nationally and regionally prominent academic programs that provide students with high-impact experiences and opportunities to gain 21st-century skills.</p>
<p>Goal # 3: Support individual scholarly and/or creative accomplishment across the University while developing prominence in select areas of strength and importance to the region and providing the essential infrastructure and resources.</p>	<p>Goal 4: Research, Scholarship and Creative Activities Recruit, retain, and support a highly qualified faculty. Encourage faculty research, scholarship, and creative activities to enhance culture and to contribute to regional development.</p>
<p>Goal #4: Recruit, encourage, and support a highly qualified faculty and staff who embody the core values of the University and support its programs, mission, and goals.</p>	<p>Goal 4: Research, Scholarship and Creative Activities Recruit, retain, and support a highly qualified faculty. Encourage faculty research, scholarship, and creative activities to enhance culture and to contribute to regional development.</p>
<p>Goal # 5: Strengthen external relations and support of the University with its alumni, friends of the University, the local and regional communities, and legislative and governmental entities.</p>	<p>Goal 5: External Partnerships Strengthen external relations with alumni, friends of the University, local and regional communities and businesses, and legislative and governmental entities.</p>
<p>Goal # 6: Develop the process, programs, and the facilities that support the institution's intent to provide a superior, student-centered learning environment and quality experience.</p>	<p>Goal 6: Administration and Infrastructure Invest in staff, infrastructure, and processes that support the institution.</p>

Institution-Wide, Research-Based Planning Focused on Institutional Goals

The work of the President's Budget Reductions and Efficiency Task Force in 2009 underscored the crucial role of individual units' attention to planning and budgeting in achieving University-wide goals. UHD's programs and units are pivotal to ensuring that the institution achieves its mission and strategic goals. Individual units develop Continuous Improvement Plans that are aligned with the University's overarching goals, as articulated in the Strategic Plan. The plans articulate the goals of each program and unit, define effective measures of success, and identify the strategies to success.

Guided by the Strategic Plan, the annual planning and budget process is both a top-down and a bottom-up process such that the units' short-term goals and strategies must be compatible with those of the long-range plan for institutional success. In fact, the University's progress in meeting the Strategic Plan is assessed during the annual planning and budgeting process, where representatives for faculty, staff, administration, and students discuss strategic objectives for the current year and any pertinent legislative, System, or community issues that impact the University's operations as well individual unit performance. Over the last decade, UHD's annual planning process has evolved to account for the reciprocity between the unit budget priorities and the institution's strategic goals

Figure 2 below illustrates the level of integration within Annual Budget and Planning process, UHD's strategic planning process and the alignment of goals at the unit, University, System, and state levels.



UHD's Annual Planning and Budget Process

The Former Planning Process: University Planning Council (UPC)

From 1992 until 2011, UHD used the unit-planning model under the University Planning Council (UPC), which was chaired by the Associate Vice President for Planning and Analysis and which included administrators, faculty members, staff members, and a student representative selected by the Student Government Association. This model was basically a bottom-up approach, through which units assessed their own needs and made funding requests, which were then vetted through the successive levels to the division (Vice Presidential) level. Vice Presidents then presented their division plans to the UPC for consideration. The UPC reviewed the mission statement and performed an annual SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis that informed its decisions on annual funding requests, and the UPC then presented ranked funding priorities to the President and the Vice President of Finance of Administration as the basis for the budget and funding requests to be put before the UHS Chancellor and Board of Regents. The disadvantage to the UPC approach was that the alignment of the unit plans with University goals was imposed toward the end of the process, rather than informing it from the beginning.

The Current Planning Process: Planning and Budget Development Committee (PBDC)

In addition to initiating changes in long-range planning, President Flores also implemented change in the annual planning and budget process and sought to instill a culture of transparency and accountability. In 2011, the Planning and Budget Development Committee (PBDC) replaced the UPC as the conduit for annual planning and budgeting. The PBDC's membership is configured differently than the former UPC's, with greater faculty representation and a tenured or tenure-track faculty member serving as chair. Additionally, the PBDC developed two new processes to prioritize budget requests to ensure the **annual process** more rigorously adheres to the long-term goals, and that the new budget items advance University priorities: performing the **"look-back exercise,"** and completing **"Initiative Request Forms"** to contextualize requests for new and reallocated budget initiatives in terms of contributions to continuous improvement and to achieving strategic goals.

The President's Identification of Priorities for PBDC

The President under the directive of the UHS Chancellor initiates the budget and planning process by sending a memo to the UHD community that establishes the priorities for the University. For example, institutional research data has identified the need to focus on student success, and thus for the last few years, the President has made this the priority and increased the funds allocated to improve student-retention and graduation rates. The National Student Clearinghouse data shows promising data for UHD FTIC six year completion rate at 46.73% compared to National benchmark for four-year public institution, which is at 72.16%.

Data-Driven Planning and Budgeting Process

During the planning and budgeting process, institutional research data, and financial and budgetary data, are shared as part of the decision-making process:

- **Institutional Research Data.** Institutional effectiveness indicators such as student satisfaction, enrollment trends, retention, completion, standardized test scores, and demographic trends are important considerations in planning and resource allocation. The Vice President of Academic Affairs and Provost shares data on institutional effectiveness with the PBDC. For example, the **PBDC meeting minutes from 2014** show analysis of institutional research data indicated that enrollment and retention are challenges that need more focused institutional attention and resources.
- **Financial and Budget Data.** The University's budget and projected revenue and expenses are very important in the planning and budget process. The Vice President for Administration and Finance provide the PBDC with revenue projections for the coming year. In addition to any tuition and fee changes approved by the Board, the projections take into account any changes in total enrollment or the enrollment mix. Planning proceeds around these estimates, with the understanding that Board approval of the operating budget is ultimately required.

Accountability and Transparency in the Planning and Budget Process

Demonstrating its commitment to accountability and transparency, the PBDC begins the process each year by engaging in a "look-back exercise," requiring each division head (Vice President) to review all requests that were funded during the last completed fiscal year and provide a status report. For example, when the PBDC met during FY2014 to develop the FY2015 plan and budget, the VPs presented on their success in carrying out **initiatives funded for FY2013**.

UHD has adopted a modified **unit-based planning/budgeting model**, with plans developed at the unit level feeding the development of the final UHD Annual Plan and Budget. As part of this process, each unit is asked to engage in a rigorous review and assessment of their unit plan and new initiatives, and to frame requests for new initiatives within the context of UHD's strategic plan and institutional mission. Each year, the University is able to fund a number of new initiatives with reallocated monies identified through this unit-by-unit assessment process.

As the unit plans for the coming year are integrated into division plans and ultimately a single University plan, funding—as available—is attached to those initiatives that are deemed to be of the highest priority. The University takes a two-pronged approach, sorting proposed new initiatives into those eligible for HEAF (Higher Education Assistance Funds) funding and those which can only be funded from general operating funds. After the PBDC completes its work identifying UHD's highest priorities for the available funding based upon the strategic plan, it forwards its recommendations to the President for review and approval. The President may recommend modifications to the PBDC's proposed annual plan and budget to ensure that it conforms to University priorities and the Strategic Plan. For example, based on the need to improve retention and graduation rates, the President highlighted the need for allocating additional funds for student success efforts in FY16.

Once the President approves the PBDC's proposed budget (with any necessary revisions), the President sends a report to the campus on the budget process, and a **campus forum** is held to present the final decisions. The President conveys the approved Plan and Budget to the Board of Regents for their review and approval. The current Plan and Budget is then posted to the website.

Figure 3 below shows the cyclical nature of UHD's annual budget and planning process and the role of strategic goals and assessment in funding decisions.

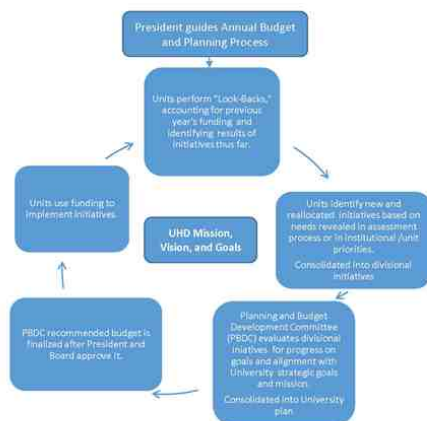


Figure 3: Annual Budget and Planning Process

As a snapshot example of the goal and mission-oriented nature of the annual planning process, the supporting documents for this Core Requirement includes a copy of [FY2014 Academic Affairs Division Plan](#) submitted to the PBDC, which includes justifications that contextualize the initiatives in terms of strategic goals and priorities. Also included is a [Final UHD Plan and Budget for FY 2014](#), which encompasses all divisions of the University; the [narrative](#) introducing the final UHD Plan and Budget illustrates how the annual budget that the PBDC produced reflects the strategic goals and mission of the University.

Research-Based Evaluation of Institutional Effectiveness and Improvement

Administrative Structure

President Flores instituted the Office of Institutional Effectiveness to improve accountability and to ensure that the University is achieving its strategic goals and mission effectively. Under the direction of the Associate Vice President of Academic Affairs, the [Office of Institutional Effectiveness](#) is responsible for assessment and institutional research activities through its two units: [Institutional Research](#) and [Institutional Assessment](#).

The Office of Institutional Research compiles UHD and peer-institution data needed for internal assessment and external reporting. The Office of Institutional Research prepares the reports for system-level, state, and accreditation bodies. This office is also responsible for submitting to the Texas Higher Education Coordinating Board enrollment reports that are used by the legislature to appropriate formula funding to the University. These reports are audited by the State.

The Office of Institutional Assessment provides leadership and support for continuous improvement in all areas of University operations, including educational programs; academic, student, and administrative support services; research; and community/public service. More specifically, Institutional Assessment assists all units of the University to develop, implement, and modify assessment plans, and to use assessment data to improve activities and processes. The Director of Academic Assessment works with the [Academic Assessment Committee](#), which is composed of the departmental-level Faculty Assessment Coordinators (FACs) who oversee programmatic assessment within each college in accordance with [PS 03.A.31 Assessment of Educational Programs](#). The Director of Co-curricular and Operations Assessment works with the [Co-Curricular and Operations Assessment Committee](#) to oversee assessment activities in those areas; this committee is currently working with the Director to develop a policy on the assessment of co-curricular programs and operations analogous to PS 03.A.31. All academic and non-academic units use the TracDat system to compile and report assessment data. The Office of Institutional Assessment reports the results of assessment activities to the appropriate vice presidents and deans annually. In UHD's integrated planning process, results of assessment activities inform units' annual planning and budgeting activities. As noted in the [Academic Assessment Committee minutes of October 20, 2014](#), the format of the Academic Assessment Reports is being modified for the 2014-2015 annual report so that faculty can link assessment-driven improvement initiatives more explicitly with budget requests.

Closing the Loop

UHD uses a variety of methods to assess and measure progress toward the achievement of its strategic goals including:

- The National Survey of Student Engagement (NSSE). The University conducts the NSSE survey every three years. NSSE data was last collected in 2013.
- Student satisfaction surveys. Both academic and administrative units conduct student satisfaction surveys periodically to assess and improve their performance.
- University and college progress cards. In line with the UHS progress card, the University and colleges assess their annual performance based on the data produced.
- Institutional research data. These are primarily the accountability measures that are reported to the state, SASCOC, and other reporting authorities.
- College and unit-level reports such as Continuous Improvement Reports and Assessment Reports.
- Reports developed for external partners.

When those data indicate that the University is not making adequate progress, appropriate action is taken to ensure improvement. The information below provides an overview of UHD's institutional effectiveness and strategies it has undertaken to improve effectiveness. Detailed information on these initiatives can be found in UHD's annual reports to the Board and in Comprehensive Standard 3.3.1.

Evidence of Improvement Based on Each of the Strategic Goals (2012-2020)

Goal #1: Recruit, advise, retain, and educate increasing numbers of students who will graduate from our programs, assume leadership roles in society, and meet the workforce needs of the region and state.

- UHD's overall enrollment has continued to increase. In Fall 2010, UHD's enrollment was 12,900. By Fall 2014, the enrollment had increased to 14,438 and increase of 11.9 percent.
- UHD has made strong progress toward its goal of having 900 graduate students by 2020. In Fall 2010, graduate enrollment was 154 students and by Fall of 2014, UHD's graduate enrollment increased to 609 students-an increase of 296 percent.
- UHD recently completed a major restructuring of its advising system for both declared and undeclared majors in response to data indicating that students were not finding advising helpful.
 - *Academic Advising and Transfer Center.* UHD established the Academic Advising and Transfer Center, hired more advisors and located them in a renovated space adjacent to other students support services by 2013-2014. The student-to-advisor ratio was brought down from 700:1 to 400:1. The advising and transfer center empowers students to make informed academic decisions, provides mentoring, guides students through academic processes, informs students of resources available to them, assists students with matriculation, and assists and encourages students to declare a major and apply to the appropriate academic college.
 - *Declaring Major Policy Revised.* Shared governance processes revised the declared major policy so that students can declare a major upon entering the University.
 - *Curriculum Advising and Planning Program (CAPP).* The University implemented the Curriculum Advising and Planning Program (CAPP), a degree-audit system tied directly to Banner, UHD's student information system. This system allows students to determine which courses they need to complete their degree programs. The CAPP program allows advisors to focus more on other important tasks such as helping students select majors that match their passions, connect students to campus activities that align with their interests, and connect students to University support systems when necessary.
- *Strengthening Connections to Work:* The Career Center's mission has expanded beyond job-placement services to include career development. Staff have begun working with students from the moment they enter the University to help them identify viable majors, secure interim employment in positions related to their majors, identify internships, and participate in workshops and other activities designed to prepare them for the transition from college to their chosen professions. The Center was renamed the Career Development Center and renovated in 2012-2013, with enlarged office space provided to facilitate its expanded role.

Goal # 2: Consistent with the shared values of the University, develop nationally and regionally prominent academic programs that provide students with high-impact experiences and opportunities to gain 21st-century skills.

- *Revision of the Common Core:* UHD has recently completed a revision of the General Education Common Core in which six critical 21st-century skills (communication, critical thinking, empirical/quantitative reasoning, teamwork, personal responsibility, and social responsibility) have been methodically integrated across the Common Core curriculum. The University's Core features the freshman seminar class, which is unique in its design to promote student success.
- *New Degrees:* UHD made good progress toward its target of developing four new baccalaureate degrees and six new masters degrees by 2020. Between 2011 and 2015, UHD developed two new baccalaureate degrees and three new graduate programs:
 - BA in Math with Texas Teacher Certification
 - BS in Geosciences
 - Master of Arts in Non-Profit Management
 - Master of Business Administration and MBA certificates in Accounting, Business Development/Sales Management, Finance and Investment Management, Human Resources Management, International Business, Leadership, and Supply Chain Management
 - Master of Arts in Rhetoric and Composition
- *Strengthened Connections with Industry:* To ensure the College of Business' programs effectively prepare students with 21st-century skills, the College of Business (COB):
 - Revised its graduate and baccalaureate programs in response to assessment data and input from industry and business leaders. The COB now emphasizes real-world applications with the goal of ensuring students are able to apply their business knowledge effectively.
 - Established a college-specific Career Development Center designed to work collaboratively with business and industry to connect graduates with jobs and to assist students in securing internships.
- UHD has built an extensive assessment program in which academic, administrative, and student support units must define goals, measure the degree to which they have achieved those goals, and utilize data to develop improvements. To support continuous improvement, UHD has:
 - Purchased TracDat to manage assessment activities and documentation;
 - Provided funding to support professional development for faculty and staff;
 - Provided funding for college-level Faculty Assessment Coordinators to support assessment activities within each college.

As a result of these efforts, 100 percent of UHD's academic, administrative, and co-curricular units have active continuous improvement plans, are collecting data, and are identifying strategies for improvement on an annual basis.

Goal # 3: Support individual scholarly and/or creative accomplishment across the University while developing prominence in select areas of strength and importance to the region, and providing essential the infrastructure and resources.

- The evaluation of UHD's capacity to support scholarly and creative work revealed the need to expand infrastructure and policies to better support UHD's Strategic Goal on Research, Scholarship, and Creative Activities.
 - In 2011, UHD redefined the tenured/tenure-track faculty teaching load from 24 semester credit hours of instruction per year to 21, thus allowing faculty greater time to engage in scholarly and creative work.
 - In 2012, the Office of Research and Sponsored Programs (ORSP) expanded their staff to ensure faculty and staff have the resources they need to pursue grants and research opportunities. The progress that this office made increased UHD's capacity to conduct research and to obtain grant funding.
 - UHD increased the amount of funding available through its Organized Research and Creative Activities (ORCA) grant program from \$68,000 to \$93,000.

Goal #4: Recruit, encourage, and support a highly qualified faculty and staff who embody the core values of the University and support its programs, mission, and goals.

- Based on the enrollment growth and programmatic needs, UHD has hired 98 new full-time faculty members over the past five years to maintain program delivery by qualified faculty.
- In AY2015, a *survey of UHD's staff* revealed that staff often felt unrepresented and unappreciated. To address this, UHD revitalized the University Staff Council and worked with UHD's Employment Services Office to increase the availability of professional development.

- **Goal # 5:** Strengthen external relations and support of the University with its alumni, friends of the University, the local and regional communities, and legislative and governmental entities.
- The University's marketing department introduced the "Major Opportunity" campaign to build a **brand image** for the University of Houston-Downtown, differentiating it from University of Houston (main campus). This campaign was a massive undertaking primarily in response to external perceptions about UHD as a branch campus of University of Houston (main campus). University Relations interviewed hundreds of students and chose a few to showcase on billboards. Because of its success, this campaign has extended to showcasing alumni and sharing their successes. UHD is now has greater name recognition and is recognized as an independent University that is one of the four Universities in the UH System.
- UHD partnered with the City of Houston to lead a community engagement program entitled "Citizenship month," which brought together 300 community partners and thousands of participants during a month-long celebration. Citizenship month was one of the many community engagement initiatives that brought social recognition from the Carnegie Foundation that earned the University "Elective Community Engagement Classification."

Goal # 6: Develop the process, programs, and the facilities that support the institution's intent to provide a superior, student-centered learning environment and quality experience.

- UHD purchased OrgSync in 2012 to support greater communication of student activities and opportunities for student engagement in both the University and the community at large.
- UHD has implemented an emergency communication plan, including a broadcast phone messaging system to ensure that members of the UHD community are kept informed during emergency events.

Cross-references

Comprehensive Standard 3.3.1.1

Comprehensive Standard 3.3.1.2

Comprehensive Standard 3.3.1.3

Comprehensive Standard 3.3.1.4

Comprehensive Standard 3.3.1.5

Comprehensive Standard 3.5.1

Federal Requirement 4.1

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2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

In 1974, the University of Houston acquired the assets of South Texas Junior College and opened the University of Houston-Downtown College at One Main Street as a four-year institution. In 1979, the Texas State Legislature established the University of Houston-Downtown as "a separate and distinct institution of higher education" within the University of Houston System (Texas Education Code §111.91). The University officially became University of Houston-Downtown (UHD) in 1983 when the 68th Legislature amended §111.90 of the Texas Education Code and removed "College" from the name (Texas Education Code §111.90, amended by Acts 1983, 68th Leg., p. 151, ch. 41, Sec. 3). In the original 1979 legislation, the University was granted authority to offer undergraduate programs, an authorization which was extended to include graduate programs in 1997 (Texas Education Code §§111.90-93). The Texas Higher Education Coordinating Board subsequently approved UHD's first master's program in 2000, and the inaugural class of the MS in Criminal Justice matriculated in Fall 2000.

UHD has been in continuous operation for more than forty years and currently enrolls more than 14,400 students. Table 1 shows Fall 2014 and Spring 2015 enrollments by degree and major. Table 2 shows the degrees conferred over the past five years.




Table 1: LONG-SEMESTER ENROLLMENTS BY MAJORS, AY2015		
Source: UHD Fact Sheet Data Based on Certified State Reports		
Graduate Programs	Fall 2014 Enrollment	Spring 2015 Enrollment
Graduate Total	609	631
By College:		
College of Business	396	449
MBA, Business Administration	380	421
MSM, Security Management	16	28
College of Humanities & Social Sciences	93	80
ENGLISH	37	36
MS, Technical Communication	26	22
MA, Rhetoric and Composition	11	14
SOCIAL SCIENCES	56	44
MA, Non-Profit Management	56	44
College of Public Service	120	102
CRIMINAL JUSTICE	85	76
MS, Criminal Justice	85	76
URBAN EDUCATION	35	26
MAT, Curriculum & Instruction	13	11
MAT, Curriculum & Instruction, with Certification	22	15
Undergraduate Programs	Fall 2014 Enrollment	Spring 2015 Enrollment
Undergraduate Total	13,830	12,727
By College:		
College of Business	2,351	2,401
FINANCE, ACCOUNTING & ENTERPRISE INFORMATION SYSTEMS	1,470	1,491
BBA, Accounting	786	805
BBA, Computer Information Systems	17	9
BBA, Enterprise Information Systems	172	173
BBA, Finance	345	360

BBA, International Business	150	144
MANAGEMENT, MARKETING & BUSINESS ADMINISTRATION	881	910
BBA, General Business	233	238
BBA, Ins. & Risk Management	33	29
BBA, Management	307	323
BBA, Marketing	110	104
BBA, Supply Chain Management	198	216
College of Humanities and Social Sciences	1,659	1,655
ARTS & HUMANITIES	497	505
BA, Communication Studies	335	334
BA, Fine Arts	84	90
BA, Humanities	27	25
BA, Spanish	51	56
ENGLISH	147	138
BA, English	100	89
BS, Professional Writing	47	49
SOCIAL SCIENCES	1,015	1,012
BA, History	106	100
BA, Philosophy	31	26
BS, Political Science	88	84
BS, Psychology	639	646
BA, Social Sciences	21	25
BS, Social Sciences	37	38
BS, Sociology	93	93
College of Public Service	1,194	1,304
CRIMINAL JUSTICE & SOCIAL WORK	766	804
BAAS, Criminal Justice	10	21
BS, Criminal Justice	672	681
BSW, Social Work	84	102
URBAN EDUCATION	428	500
BA, Interdisciplinary Studies	416	489
Post-bac Teacher Cert. (including ACP)	12	11
College of Sciences & Technology	1,468	1,519
COMPUTER SCIENCE & ENGINEERING TECHNOLOGY	599	622
BS, Computer Science	315	324
BSET, Control & Instrumentation ET	111	115
BSET, Fire Protection Engineering Technology	15	14

BAAS, Safety Management	85	95
BSET, Structural Analysis & Design	73	74
MATHEMATICS & STATISTICS	132	130
BS, Applied Mathematics	57	51
BS, Applied Statistics	21	22
BA, Mathematics	54	57
NATURAL SCIENCES	737	767
BS, Biological & Physical Sciences	92	86
BS, Biology	358	376
BS, Biotechnology	56	48
BS, Chemistry	147	163
BS, Geosciences	80	90
BS, Microbiology (discontinued program)	4	4
University College	7,158	5,848
BAAS, Applied Administration	131	120
BS, Interdisciplinary Studies	641	688
Undeclared Majors	6,386	5,040
Total Enrollment, All Programs	14,439	13,358

Table 2: UHD Degrees Awarded 2010-2014	
Source: CBM009	
Fiscal Year	Count of Degrees Awarded
2010	2,403
2011	2,480
2012	2,407
2013	2,396
2014	2,420
Five-Year Total	12,109

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2.7.1

Program Length

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown meets the requirements for program length. All baccalaureate degree programs require a minimum of 120 semester credit hours, and all master's degree programs require a minimum of thirty semester credit hours. The University offers no associate's or doctoral degree programs.

Texas Education Code §61.0515 sets the number of semester credit hours required for a baccalaureate degree at "the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools...unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree." Furthermore, the Texas Higher Education Coordinating Board rule 5.45, "Criteria for New Baccalaureate and Master's Degree Programs," stipulates that the baccalaureate degree require a minimum 120 semester hours and master's a minimum of thirty semester credit hours. (THECB rules are included in Title 19 of the Texas Administrative Code.) In keeping with state law and Texas Higher Education Coordinating Board rules, UHD's policy on majors stipulates that "a bachelor's degree contains a minimum of 120 semester credit hours" and that those over 120 hours "must be approved by the Texas Higher Education Coordinating Board" (PS 03.A.35, §3.1). SACSCOC requirements, state law, THECB rules, and University policy all require that current and future baccalaureate programs meet the 120 semester credit hour minimum. All degree programs are developed according to the procedures described in University policy PS 03.A.12 Changes to Curricula, Courses, and Program Inventory.

The tables below indicate the program length (number of semester credit hours) for all degree programs currently offered by the University and explanations of any variation from the maximum number of hours stipulated in Texas Education Code §61.0515.

Table 1: Undergraduate Degree Program Lengths by College

Department	Degree Program	SCHs Required	Explanations
<i>College of Business</i>			
FAEIS	Accounting, BBA	120	
FAEIS	Enterprise Information Systems, BBA	120	
FAEIS	Finance, BBA	120	
FAEIS	International Business, BBA	120	
MMBA	General Business, BBA	120	
MMBA	Insurance and Risk Management, BBA	120	
MMBA	Management, BBA	120	
MMBA	Marketing, BBA	120	
MMBA	Supply Chain Management, BBA	120	
<i>College of Humanities and Social Sciences</i>			
A&H	Communications Studies, BA	120-122*	* CHSS BA's are listed as 122 hours in the catalog because the language requirement assumes students will take two semesters at the first-year level, courses which at UHD are four-hour courses. However, students who place out of introductory courses (via CLEP, AP, or other exams) or complete language credits elsewhere may graduate with 120 SCHs.
A&H	Fine Arts, BA	120-122*	
A&H	Humanities, BA	120-122*	
A&H	Spanish, BA	120-122*	
English	English, BA	120-122*	
Social Sciences	History, BA	120-122*	
Social Sciences	Philosophy, BA	120-122*	
Social Sciences	Social Sciences, BA	120-122*	
English	Professional Writing, BS	120	

Social Sciences	Political Science, BS	120	
Social Sciences	Psychology, BS	120	
Social Sciences	Social Sciences, BS	120	
Social Sciences	Sociology, BS	120	
<i>College of Public Service</i>			
Urban Education	Interdisciplinary Studies, BA	123*	*The THECB has approved 123 hours to begin in Fall 2015 for all three teaching certification areas.
Criminal Justice	Criminal Justice, BAAS	120	
Criminal Justice	Criminal Justice, BS	120	
Criminal Justice	Social Work, BSW	120	
<i>College of Sciences and Technology</i>			
Math & Stats	Mathematics, BA	120	
Math & Stats	Mathematics, BA with Secondary Teacher certification*	122	*Contains extra hours required for teacher certification.
CSET	Safety Management, BAAS	120	
CSET	Computer Science, BS	120	
Math & Stats	Applied Statistics, BS	120	
Natural Sciences	Biological & Physical Sciences, BS	120	
Natural Sciences	Biology, BS	120	
Natural Sciences	Biotechnology, BS	120	
Natural Sciences	Chemistry, BS	120	
Natural Sciences	Chemistry, BS with Concentration in Environmental Chemistry	121*	* These two concentrations meet requirements for degree approval by the American Chemical Society.
Natural Sciences	Chemistry, BS with Concentration in Forensic Sciences	121*	
Natural Sciences	Geosciences, BS	120	
Math & Stats	Mathematics, BS	120	
Math & Stats	Applied Mathematics, BS	120	
CSET	Control & Instrumentation Engineering Technology, BSET	120	
CSET	Structural Analysis & Design, BSET	120	

Natural Sciences	Applied Physics, BS*	120	*Being phased out
Natural Sciences	Microbiology, BS*	120	*Being phased out
CSET	Fire Protection Engineering Tech, BSET*	125	*Being phased out
Natural Sciences	Industrial Chemistry, BS*	120	*Being consolidated with the chemistry degree
<i>University College</i>			
UC	Applied Administration, BAAS	120	
UC	Interdisciplinary Studies, BS	120	

Table 2: Master's Degree Program Lengths by College









Department	Degree Program	SCHs Required	Explanations
<i>College of Business</i>			
COB (multiple)	Business Administration, MBA	34-39	*Required hours vary according to area of specialization.
COB (multiple)	Security Management for Executives, MSME	36	
<i>College of Humanities and Social Sciences</i>			
English	Technical Communication, MS	36	
English	Rhetoric and Composition, MA	33	
Social Sciences	Non-Profit Management, MA	36	
<i>College of Public Service</i>			
Criminal Justice	Criminal Justice, MS	36	
Urban Education	Curriculum & Instruction, MAT	36	
Urban Education	MAT with Texas Certification	36	
Urban Education	Bilingual Education, MAT*	42	*Being Consolidated (as MAT with certification)
Urban Education	Elementary & Secondary Education, MAT*	39	*Being Consolidated (as MAT with certification)
Urban Education	Elementary Education, MAT*	48	*Being Consolidated (as MAT with certification)
Urban Education	Secondary Education, MAT*	36	*Being Consolidated (as MAT with certification)

Cross References

Federal Requirement 4.4

Federal Requirement 4.9

Sources

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-  PS03A12 Changes to Curricula, Courses and Program Inventory
-  PS03A35 Majors, Minors, Double Majors and Second Degrees (Page 2)
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2.7.2

Program Content

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) offers coherently designed degree programs that are based upon fields of study appropriate to higher education and to the University's stated mission. All of the University's baccalaureate and master's programs have met the standards of the Southern Association of Colleges and Schools Commission on Colleges, the Texas Higher Education Coordinating Board, the UH Board of Regents, the UH System Provosts' Council (comprised of the provosts of all four system component universities), and the University's own faculty. The slate of programs fulfill the University's mission to offer baccalaureate and master's degree programs that provide "strong academic and career preparation as well as life-long learning opportunities," "address the needs and advance the development of the region," and "develop students' talents and prepare them for success in a dynamic global society." The programs offer students the career opportunities, knowledge, and skill sets necessary for success in the twenty-first century.

Appropriateness to Higher Education

All University programs go through the rigorous approval process prescribed by [PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#) and described at length in [Comprehensive Standard 3.4.1](#). Equipped with specialized disciplinary knowledge, faculty are the principal agents of programmatic development, implementation, and assessment; all degree programs must be approved by the faculty of the department(s) that will offer them and by the University Curriculum Committee, thus ensuring that degree programs and the course offerings therein remain consistent with the current state of knowledge and best practices in the field. The progressive levels of program approval further ensure that UHD programs are consistent with state and national standards. The programs conform to Texas Higher Education Coordinating Board rules, codified in [Texas Administrative Code Title 19, §5.44](#) and [§5.45](#), regarding criteria and approval processes for new baccalaureate and master's degree programs. Moreover, many of the programs have received the imprimatur of programmatic accrediting agencies that apply their own stringent requirements:

- All the baccalaureate and master's degree programs offered by the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- The BS in Control and Instrumentation Engineering Technology, BS Fire Protection Engineering Technology, and BS in Structural Analysis and Design are accredited by Accreditation Board for Engineering and Technology (ABET).
- The BS in Chemistry program is approved by the American Chemical Society (ACS).
- The College of Public Service's Bachelor of Social Work program is accredited by Council on Social Work Education.
- The programs leading to certification in the Department of Urban Education are accredited by the Texas Education Association.

Appropriateness to Institutional Mission

In addition to reflecting the state of disciplinary knowledge, programs are designed to serve the University's mission. In particular, the University's mission statement promises to provide students "strong academic and career preparation as well as life-long learning opportunities" and to provide programs that "address the needs and advance the development of the region." When seeking initial permission to develop new programs, UH System component universities must submit to the UHS Provosts' Council the [Preliminary Planning Review Form](#), which requires an analysis of student and job-market demand related to the degree, so that every program in its inception considers students' career preparation and regional economic needs in keeping with the University's mission. To achieve this aspect of the mission, the academic units often seek direct industry or community involvement in the planning process. For example, the College of Business holds multiple meetings with prominent industry experts during the programmatic planning phase to determine the appropriate outcomes and courses for the program. The Department of Urban Education has members of local school districts serving on its Center for the Professional Development of Teaching (CPDT) Advisory Board to ensure that the curriculum is relevant to the profession and responsive to school district needs. Finally, in their reviews of formal new degree or substantive-change proposals, the departments, the University Curriculum Committee, the Provosts' Council, the Board of Regents, and the Texas Higher Education Coordinating Board all measure whether the program fits the [institutional mission](#).

Coherence of Program Design

The University's undergraduate and graduate programs are coherently designed to facilitate student acquisition of a body of knowledge and skills related to a specific field. All undergraduate programs progress from the foundational elements of the 42-hour Texas Core Curriculum (see [Core Requirement 2.7.3 General Education](#)) to the upper-division, discipline-specific coursework. The undergraduate and graduate programs are progressively designed to allow students to accumulate, integrate, and apply the disciplinary knowledge and skills necessary for academic and professional success. The course-numbering system (e.g. 2000-level vs. 3000-level) and specific course prerequisites, indicated in the course catalog and course syllabi, make explicit the scaffolding of knowledge inherent in the educational process. Many programs specify that particular elements of the core curriculum must be completed before the student can commence coursework in the major (for example, students must complete ENG 1302 and the Language, Philosophy, Culture core requirement before enrolling in upper-division English courses). The vast majority of programs have some sort of capstone experience as a culminating programmatic feature, such as a portfolio, a capstone seminar, or a capstone project.

College of Business

All undergraduate programs in the College of Business require that students complete the 42-hour core curriculum and that students enroll in the preliminary Business Cornerstone course (BA 3300) as a co-requisite or prerequisite to all other upper-division business courses, which in turn build upon the foundational content of this course. The numbering system and additional prerequisites reflect the progressively more specialized nature of courses, such as Corporate Taxation (ACC 4302), which has as its prerequisite Individual Income Tax (ACC 4301), which in turn has as its prerequisite Managerial Accounting (ACC 2302), and so on. The MBA program builds upon the knowledge base provided by an undergraduate business curriculum; MBA students admitted without the undergraduate business degree must take preparatory courses numbered at the 5000 level, while other MBA courses are numbered at the 6000 level. All MBA students begin the program with Leadership, Team Building and Team Management (MBA 6201) and Strategic Management (MBA 6202), and conclude the program with a completed Capstone Project (MBA 6216), which they develop over the course of the MBA curriculum. Similarly, in the Master of Security Management for Executives program, students begin with a foundational course Security Management for Executives (SM 6360) and progress through the curriculum to a capstone project in which students synthesize "the theories, skill and knowledge obtained in the degree program and integrate them into a learning experience that is consistent with the experiences of the security executive" ([UHD Graduate Catalog 45](#)).

College of Humanities and Social Sciences

All thirteen undergraduate programs in the College of Humanities and Social Sciences have a cluster of preparatory courses for the major that are beyond the Texas-mandated 42-hour core ([UHD Undergraduate Catalog 46-53](#)). In nearly every program, upper-division course prerequisites mandate that students complete specific core courses or preparatory courses that are relevant to the major. For example, all upper-division literature courses in the English major require successful completion of ENG 1302 and a lower-level course from the Language, Philosophy, and Culture component of the core curriculum, while many of the courses in the Professional Writing degree specify Business and Technical Report Writing (ENG 3302) or other upper-division technical writing courses as prerequisites. Eight of the College's thirteen undergraduate programs also have at least one required "preparatory" upper-division course designed to teach the skills required for independent research and analysis in their discipline, such as the History program's Historical Methods course (HIST 3390) or Psychology's Research Methods (PSY 3320). Ten of the College's undergraduate programs culminate in required senior capstone projects, which range from a field-experience internship to a portfolio compiling the student's best visual, written, or oral work (modes vary according to the major) accompanied by a reflective essay. Finally, all graduate programs in the College require substantial capstone projects that range from professional internships for the MA in Non-Profit Management and the MS in Technical Communication, to a thesis option for the MA in Rhetoric and Composition and MS in Technical Communication.

College of Public Service

Every major in the College of Public Service has carefully constructed foundational courses designed to develop the student's knowledge base and lead to understanding and innovation within the major field. Coursework within the discipline is arranged with prerequisites to ensure a coherent sequence in the program. For example, the Bachelor of Social Work program is designed to provide knowledge, values, and skills at a level appropriate for a generalist social work practitioner, so the curriculum is constructed using a systems-oriented, tiered, competency-based approach. Professional foundational knowledge and values are introduced in the 2000-level and 3000-level courses, and practice skills are introduced in the 3000-level. The program culminates in the capstone experience consisting of 400 hours in a supervised field practicum. The Department of Urban Education's BA in Interdisciplinary Studies, a teacher-preparation degree, similarly moves the students through a curriculum focused on knowledge and skills leading to professional competency, culminating in the teacher candidate's 400-clock-hour internship in the public schools. The Criminal Justice baccalaureate curriculum includes a core of courses required in the discipline, progressing from the 1000-level to the 4000-level and culminating in the Senior Seminar (CJ 4370). The College's graduate programs in Criminal Justice and Urban Education each require final major projects in which students apply their knowledge to examine an issue within their fields. The Master of Science in Criminal Justice program offers students the choice between completing either an extended six-credit-hour thesis project or an additional elective course along with Criminal Justice Project (CJ 6301), a three-hour independent study of a problem within the criminal justice field. The MAT requires students to complete a final directed study on an education-related issue.

College of Sciences and Technology

Each degree program in the College of Sciences and Technology is built on a body of knowledge introduced in lower-level courses and progressively developed in junior- and senior-level courses, culminating in capstone experiences that include senior seminars, project-based laboratories, and senior projects. Students in the Engineering Technology degree programs, for example, apply the knowledge acquired in coursework and hands-on learning experiences to semester-long real-world projects in the Senior Projects course (ENGR 4328). The curricular progression in the College's degree programs provides students opportunities to integrate classroom learning, scholarly research, and engagement with professions in the sciences, mathematics, and technology. All baccalaureate programs in science, technology, engineering and mathematics (STEM) are degree programs common to universities across the United States and involve a similar progression of sequential courses that help students build the accepted body of knowledge and skills of their STEM discipline.

University College

Both University College degree programs have interdisciplinary aspects that enable students to develop a breadth of knowledge valued by employers in a rapidly changing "dynamic global society," as the University mission states. Each degree is structured to provide the versatility of multi-disciplinary coursework with a coherent core of knowledge and skills. In the Bachelor of Science in Interdisciplinary Studies (BSIS) humanities, social sciences, and mathematics or natural sciences; the major requirements are upper-division courses chosen from a variety of disciplines, with a concentration of nine to eighteen hours in one discipline of the student's choice. BSIS students also complete senior portfolios collecting representative samples of their academic work along with a reflective essay on their academic skills and achievements. The Bachelor of Applied Arts and Sciences with a major in Applied Administration (BAAS-AA) is a degree for students with the Associate of Applied Science degree (which includes workforce development courses) wishing to pursue a baccalaureate degree. The program is logically sequenced with a foundation of four 3000-level courses in ethics, communication, technology, and budgeting that provide the baseline knowledge needed for success in the remainder of the Applied Administration curriculum, including courses in human resources, decision making, leadership, negotiation, and change management. The degree's culminating requirement, Project Administration (AA 4305), is a capstone course in which students use their multidisciplinary business knowledge to plan, develop, administer, and evaluate a simulative project in the private or public sector.

Review and Revisions of Programs to Ensure Currency and Effectiveness

All UHD programs are reviewed by their faculty to assure the appropriateness and currency of the curriculum.

State-Mandated Graduate Program Reviews

All graduate programs undergo formal review every seven years in accord with the Texas Higher Education Coordinating Board rules codified in [Texas Administrative Code §5.52](#), which mandates that this review include an extensive self-study examining:

- Student retention rates
- Student enrollment
- Graduate licensure rates (if applicable)
- Alignment of program with stated program and institutional goals and purposes
- Program curriculum and duration in comparison to peer programs
- Program facilities and equipment
- Program finance and resources
- Program administration
- Faculty qualifications

As part of the process, the institution must also have an external review conducted by a disciplinary expert employed by an institution of higher education outside of Texas. The institution responds to the evaluator's written report and the self-study, external evaluation, evaluator's credentials and institutional response to the evaluator are submitted to the Texas Higher Education Coordinating Board. Through the insights provided by internal processes and the input of external disciplinary experts, the faculty can ensure the continued appropriateness of the curriculum and make any necessary changes.

UHD conducts the graduate program reviews using the following timeline and process:

In August, the Office of Institutional Research (IR) runs a series of standardized reports containing the data needed to conduct the review. The Office of Institutional Effectiveness uses those data to create a program review template for faculty to use as they conduct the review. A copy of the [Masters of Arts in Teaching self-study template](#) is provided as an example.

- By late fall, faculty identify the external evaluator, and the business office of the college initiates the contract stipulating the fee, evaluation requirements, and timeline.
- By early spring, faculty within the program under review write the narrative of the self-study using the program-review template. During the writing process, Institutional Research and Institutional Effectiveness staff meet regularly with the faculty, dean, and chair of the program to assist with the process, including analyzing and collecting data and reviewing draft reports. The Provost's Office reviews the self-study before submitting it to the external evaluator.
- The external evaluator reviews the materials in the self-study and returns his/her written evaluation to the institution by late spring or early summer.
- Upon receipt of the external evaluation, Institutional Effectiveness staff meet with program faculty and administrators to review the evaluator's comments and, by July, formulate a response, which requires the faculty to describe the action that the institution has taken or will take to improve the program.
- The Provost's Office reviews the response to the evaluator's findings and submits the entire report—including the self-study, the evaluator's credentials and evaluation, and the response to the evaluation—to the Texas Higher Education Coordinating Board no later than August 1.
- The Texas Higher Education Coordinating Board reviews the program's self-study and responds as necessary.

UHD's schedule of program reviews, included in the supporting documents, has been approved by the Texas Higher Education Coordinating Board. To date, UHD has conducted program reviews of the Master of Science in Criminal Justice program (submitted August 2013 and approved by the Texas Higher Education Coordinating Board), the Master in Security Management for Executives (submitted August 2014, Texas Higher Education Coordinating Board approval is pending), and the Master of Arts in Teaching (submitted July 2015, Texas Higher Education Coordinating Board approval is pending). The Master of Science in Technical Communication program will complete its review in 2016. The three completed program review reports can be found in the supporting documents section.

Internal Assessment for All Degree Programs

All undergraduate and graduate degree programs at UHD are reviewed by their faculty through the assessment processes described in the University's policy for Assessment of Educational Programs (PS 03.A.31). The policy requires programs to assess specific outcomes annually, with a six-year cycle of assessment to cover all learning outcomes. As part of this process, faculty determine the appropriateness of the program learning outcomes and the coursework used to achieve them. Faculty undertake revisions to programs or individual courses if the programmatic assessment findings indicate they are needed. Faculty within the program are responsible for determining the appropriate outcomes for their programs and the measures for them.

The College of Business (COB), for example, assesses its students against industry expectations. Bachelor of Business Administration programs are updated using a corporate-driven approach to ensure that students graduate with the skills and knowledge in highest demand by industry. Specifically, the curriculum review process is designed to determine what employers require from newly hired employees with baccalaureate degrees, and to shape or reshape curriculum so that UHD graduates will match those needs upon graduation.

As part of the review process, the COB brings together executives with a broad managerial perspective who understand the different business disciplines and know what their organizations will be looking for in an employee for the next decade. The COB invites a select group of industry professionals, from the different business disciplines, to take part in one of eight different working groups whose input shape the new or revised curriculum degree plans in Finance, Accounting, Enterprise Information Systems, Insurance and Risk Management, International Business, Management, Marketing, and Supply Chain Management. Each group physically meets on campus to brainstorm the competencies, skills, and abilities they hope to find in their ideal candidates hired out of each of UHD's business programs. These competencies are recorded and then sorted into groups that will become an outline for a new curriculum. Before adjourning, the members of each working group draft learning objectives that will guide faculty in revising their curriculum programs. At a second meeting, the working groups reconvene to review the revised curriculum plans drafted by COB faculty, ensuring that the courses reflect industry expectations. Afterwards, the COB faculty submits the industry-approved curriculum plans for formal University approval following the procedures described in the University's Changes to Curricula, Courses, and Programs Inventory policy (PS 03.A.12.). College of Business faculty subsequently assess students using the competencies industry professionals identified. Recent changes to the Enterprise Information Program (EIS), to be effective Fall 2015, provide a salient example of the revisions resulting from this COB and industry partnership. The faculty in the program have requested changes to the curriculum that include increasing the number of required courses and decreasing electives to ensure that acquisition of essential skills is consistent across the program, and the faculty sought to change the name of the program to Management Information Systems to reflect more accurately substance of the degree program. [The EIS Degree Plan Inventory Update Form](#), submitted by to the University Curriculum Committee in December 2014, is included with the supporting documents.

Cross References

[Core Requirement 2.7.3](#)

[Comprehensive Standard 3.4.1](#)

[Federal Requirement 4.2](#)

Sources

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 - [Assessment Plan MSCJ 2011 APPENDIX A](#)
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2.7.3

General Education

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) requires successful completion of a collegiate-level general education program that comprises a substantial component of each undergraduate degree, ensures a breadth of knowledge, and is based on a coherent rationale.

The Texas Higher Education Coordinating Board (THECB) articulates the following six general education "Core Objectives" for all students enrolled in Texas public colleges and universities:

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: to include effective written, oral, and visual communication.
- Empirical and Quantitative Skills: to include applications of scientific and mathematical concepts.
- Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Social Responsibility: to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making.

In addition to the state-mandated objectives, UHD has defined five programmatic outcomes for its General Education program:

- The ability to view events from a variety of perspectives, especially including different historical and cultural perspectives.
- An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities.
- Knowledge of, and sensitivity to, ethical and moral standards.
- Knowledge of, and a degree of skill with, new technologies.
- The ability to communicate clearly and effectively and to use various media to transmit and process information.

To ensure that students achieve the State objectives as well as UHD's own stipulated general education outcomes, UHD currently requires all undergraduates to complete a three-part general education program consisting of the state's 42-hour common core curriculum, post-core application courses focusing on writing skills (W courses) and nonverbal analytical reasoning (an S course), as well as post-core enhancement courses emphasizing ethical issues and membership in a global community (*UHD Undergraduate Catalog, 53-55*).

The 42-Hour Texas Common Core

As a public university in Texas, UHD must adhere to the Texas Higher Education Coordinating Board (THECB) rules, including the mandate for a common core curriculum. In October 2011, the Coordinating Board restructured the required core, focusing on core objectives that students achieve through courses in nine foundational component areas (THECB "Texas Core Curriculum"). These new objectives mapped across the core curriculum are: critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. These objectives are further itemized as the following twelve *Core Learning Outcomes*:

- The ability to think creatively and innovate;
- The ability to conduct inquiry and analyze evaluation and synthesis information;
- The ability to effectively develop, express and interpret ideas through written communication;
- The ability to effectively develop, express and interpret ideas through oral communication;
- The ability to effectively develop, express and interpret ideas through visual communication;
- The ability to manipulate and analyze data or observable facts, resulting in an informed conclusion;
- The ability to consider different points of view;
- The ability to work effectively with others to support a shared purpose or goal;
- The ability to be inter-culturally competent;
- The ability to discuss civic responsibility;
- The ability to engage effectively in regional, national, and global communities; and
- The ability to connect choices, actions and consequences to ethical decision-making.

The component areas themselves are relatively unchanged from the previous Texas core, but the redefined core objectives and stipulations about where in the curriculum these objectives must be met required institutions to review and revise their own core curricula and course offerings.

From Fall 2012 through Spring 2014, UHD undertook the process of revising the core to meet the new requirements and to receive Texas Higher Education Coordinating Board approval. That process is described below, in the section entitled "A Brief History of the Development of the New Core." Table 1 below shows the core requirements for the previous core, and Table 2 shows those of the current core.

Table 1: 42-Hour Texas Common Core, prior to Fall 2014			
Foundational Component Area	Hours	SACS Mandated Content Area	THECB Component-area Code
Written Communication	6		010
Speech	3		011
Mathematics	3	mathematics	020
Natural Sciences	6	natural science	030
Humanities	3	humanities	040
Visual & Performing Arts	3	fine arts	050
US History	6		060
Political Science	6		070
Social & Behavioral Sciences	3	social/behavioral sciences	080
Institutional Designated Option Area: Computer Literacy	3		090
Total hours	42		
For a complete listing of courses that fulfill the pre-2014 core, see the chart "UHD's Old Core vs. New Core," below.			

Table 2: 42-Hour Revised Texas Common Core, Implemented Fall 2014			
Foundational Component Area	Hours	SACS Mandated Content Area	THECB Component-area Code
Written Communication	6		010
Mathematics	3	natural science/mathematics	020
Life & Physical Sciences	6	natural science/mathematics	030
Language, Philosophy, & Culture	3	humanities/fine arts	040
Creative Arts	3	humanities/fine arts	050
American History	6		060
Government/Political Science	6		070
Social & Behavioral Sciences	3	social/behavioral sciences	080
Component Area Option 1: Oral Communication	3		090
Component Area Option 2: Freshman or Transfer Seminar	3		090
Total hours	42		
For a complete listing of courses that fulfill the new core, see the chart "UHD's Old Core vs. New Core," below.			

The UHD 42-hour core curriculum fulfills the criteria of this core requirement because it:

- **Comprises a substantial component of the undergraduate degree.** The required core curriculum consists of 42 of the undergraduate program's 120 hours, or approximately one-third of the semester credit hours required for degree completion, which is a substantial component.
- **Ensures undergraduates attain a breadth of knowledge.** The definition of "core curriculum" specified in the Texas Education Code stipulates the breadth of knowledge consistent with this standard: "the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree" (§61.821.1). The required core curriculum covers the three component areas that SACSCOC mandates: nine credit hours in the natural science/mathematics category, six credit hours in the humanities/fine arts category, and three credit hours in the social and behavioral sciences category. The core curriculum also covers the Texas Higher Education Coordinating Board's eight required foundational component areas, which represent the subjects traditionally considered integral to a well-rounded undergraduate education. The twelve Core Learning Outcomes are broad-based and provide foundational skills needed for most academic and professional disciplines. Although the core includes some skills-based courses, such as written and oral communication, none of the core courses narrowly focuses on the skills, techniques, or procedures of any specific profession or occupation.
- **Is based upon a coherent rationale.** The Texas Higher Education Coordinating Board explains that its revision of the core was motivated by "the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures" ("**Elements of the Texas Core Curriculum**"). The new core curriculum gives students "a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning" ("**Elements of the Texas Core Curriculum**"). To define the component areas and the core objectives to be fulfilled, the Texas Higher Education Coordinating Board's Undergraduate Education Advisory Committee carefully examined the needs of contemporary students and the curricula of universities throughout the United States and presented its findings in the report "**Revising the State Core Curriculum: A Focus on 21st Century Competencies**." Adopting the committee's recommendations, the Texas Higher Education Coordinating Board then tasked each institution with creating a core curriculum incorporating these component areas and core objectives. From 2012 through 2013, faculty committees at UHD worked to revise the core curriculum based on the new Coordinating Board requirements. The new core curriculum was finalized and approved by the University Curriculum Committee and the Texas Higher Education Coordinating Board in November 2013 for implementation in the Fall 2014 semester.

A Brief History of the Development of the New Core

As with all other aspects of the curriculum at UHD, faculty committees oversee the General Education Program. In Fall 2011 when the new state objectives were identified, the Provost established the Core Curriculum Task Force to oversee the development of the new core, along with eight Foundational Component Area Committees tasked with developing new courses or revisions of existing courses to fulfill the new core curriculum ([Chapman email](#)). The Component Area Committees formulated learning outcomes in Spring 2012, and the Core Curriculum Task Force issued a formal call for course proposals in August 2012 ([Stading email](#); [Core Task Force Memo](#)). Over the next year, the Core Curriculum Task Force, component area committees, departmental curriculum committees, and the University Curriculum Committee worked together to produce a revised core that met the Texas Higher Education Coordinating Board's criteria. The subsequently developed curriculum was vetted and approved by the Coordinating Board in 2013, and was subsequently implemented in Fall 2014. The core curriculum is published in the [UHD Undergraduate Catalog](#) (pp. 53-54) and on the Texas Higher Education Coordinating Board's [Texas General Education Core Curriculum WebCenter](#).

During the revision of the core curriculum and its outcomes, UHD retained the existing general education program requirements including the original five outcomes. Completion of the core revision in 2013 established a new foundation for conversations about the components of the general education program that extend beyond the core. In Fall 2013, the oversight of General Education moved from the Provost's special Core Curriculum Task Force to the University Curriculum Committee and a representative General Education Subcommittee was elected via shared governance processes. As noted above, this committee is currently reviewing UHD's additional general education requirements.

Transfer Students and the Core Curriculum

Under the terms of Texas Education Code §61.822, the University must accept in transfer the core course credits that transfer students earned at other state institutions. Transfer students who have not completed the Texas common core at their previous institutions must successfully complete the remaining courses at UHD. To be eligible for transfer admission to UHD, students must have at least a 2.0 cumulative GPA ([Transfer Admission Criteria](#)). The University maintains on its website a set of [transfer guides](#) that indicate course equivalencies for the area community colleges with which UHD has articulation agreements, including Houston Community College, Lee College, Lone Star College, San Jacinto College, and Wharton County Junior College.

UHD's Post-Core General Education Elements: Application and Enhancement Courses

The University's general education objectives are also embedded in two types of required courses beyond those in the 42-hour core curriculum: application courses and enhancement courses.

Application Course Requirements

According to the [Undergraduate Catalog](#), "the application course requirements are intended to ensure that the communication and analytical skills learned in common core courses are applied and further developed" (54). To fulfill this requirement, students must complete two upper-division courses that require substantial written assignments. These courses are labeled "W" in a student's degree plan. In addition to the common core requirement in mathematics, students must take one course that makes use of mathematical, statistical, or symbolic-reasoning skills. These courses are designated as "S courses" in degree plans. Departments may require their students to take specific courses to fulfill application-course requirements, and degree-coordinators and advisors have lists of the approved W and S courses for each degree plan.

Enhancement Course Requirements

To ensure that students achieve the outcomes related to ethical standards and diverse cultural/historical perspectives, the University also requires each degree program to include one course that emphasizes ethical and moral issues, and one course that "engender[s] in students a greater appreciation of their membership in a world community" ([Undergraduate Catalog](#), 55). As with the application courses, departments may require specific courses to fulfill these requirements in their degree plans, and degree coordinators and advisors can provide students with information about approved enhancement courses.

For examples of how degree plans specify and designate application courses and enhancement courses, see the degree plan for the [B.A. in Mathematics](#) (PDF attached below) and the degree plan for the [B.S. in Criminal Justice](#) (PDF attached below).

Cross References

[Comprehensive Standard 3.5.1](#)

[Comprehensive Standard 3.5.3](#)

[Federal Requirement 4.2](#)

Sources

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2.7.4

Coursework for Degrees

The institution provides instructions for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable


Narrative

The University of Houston-Downtown offers course work for all the degrees it offers. These courses are listed in either the [undergraduate](#) or [graduate](#) catalog and are offered in the course schedule on a regular basis. The institution provides instruction for all course work required for degree programs at each level at which it awards degrees. Catalogs are available online and are updated regularly.

Cross References

[Comprehensive Standard 3.4.7](#)

Sources

 [2014_2015_Graduate_UHD_Catalog_Full](#)

 [2014_2015_Undergraduate_UHD_Catalog_Full](#)

2.8

Number of Faculty

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

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown has adequate full-time faculty to support its institutional mission and to ensure the quality and integrity of all its academic programs.

As of Fall 2014, two-thirds of the University's courses are taught by full-time faculty members whose primary commitment is to the University and its mission. This solid core of educators provides the critical mass necessary to ensure the quality and integrity of UHD's programs and meets the comprehensive standard for faculty qualifications.

Definitions of Faculty

UHD has six categories, or ranks, of full-time faculty and two categories of part-time faculty. At UHD, there is specialized use of terminology in the Policy Statements that may cause confusion for those who read the UHD Policy Statements (PS documents) out of context or out of sequence. In the PS documents, the term "Faculty" is specified as referring exclusively, unless otherwise noted, to "those who have tenured and tenure-track positions" (PS 10.A.03, §2.2.1). However, in discussions in this standard and elsewhere in the Compliance Report, the term "faculty" will be used in the more generally understood colloquial sense of "those employed as teachers of record" rather than in the specialized and limited sense of tenured/tenure-track faculty used in UHD Policy Statements. (PS 10.A.03 is currently under review and will be revised in in AY2015-2016.)

The six full-time faculty ranks at UHD are: professor, associate professor, assistant professor, instructor, lecturer, and visiting faculty. The two categories of part-time faculty at UHD are: adjunct lecturer and special faculty, formerly tenured faculty whose status is modified due to retirement (see Table 1 below).

Table 1: Definitions of Faculty Rank				
Title	No. at Rank, F2014	Full-time or Part-time	Relation to tenure system	Description and Workload specification
1. Professor	64	Full-time	Tenured	Highest rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §3.3.1)
2. Associate Professor	105	Full-time	Tenured	Second highest rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)
3. Assistant Professor	68	Full-time	Tenure-track and tenure eligible	Probationary rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)
4. Instructor	1	Full-time	Tenure-track but not tenure eligible until degree completion	Rank for those who are hired as ABDs with the understanding that they will be promoted to Assistant professor upon completing their terminal degree. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)
5. Lecturer	92	Full-time	Non-tenure-track	Full-time faculty focused primarily on instruction. Annual contracts. Teaching load: 30 semester credit hours per academic year.
6. Visiting Faculty	7	Full-time	Non-tenure-track	Full-time faculty focused primarily on instruction with a fixed-period appointment. Teaching load: 21 semester credit hours of instruction or equivalent. (PS 10.A.03, §2.2.2)
7. Adjunct faculty	324	Part-time	Non-tenure-track	Part-time faculty hired with renewable semester-by-semester contracts based on enrollment needs. Teaching load: not to exceed 6 semester credit hours unless emergency circumstances warrant additional section assignments. (10.A.15 §2.2.5.1)
8. Special faculty — Modified retirement	6	Part-time	Non-tenure-track (resigned tenure)	Formerly tenured (at UHD) faculty who have undergone a "voluntary modification of employment"—retiring and resigning tenure and teaching on a part-time basis. Contracts are renewable semester-by-semester. Teaching load: no more than 50% FTE, or 7.5 semester credit hours.

Table 2 and Table 3 (below) show the distribution of faculty, by rank, across the five degree-granting colleges at UHD for the 2014-2015 academic year. The exception is University College, which only began housing degree programs in 2011. The BAAS in Applied Administration and BS in Interdisciplinary Studies programs offered through University College are, primarily, interdisciplinary, and do not have faculty departments with tenured or tenure-track faculty. However, two administrators attached to the College are ranked professors. All courses except one in the BS in Interdisciplinary Studies program are offered through other colleges, with the majority taught by faculty in the College of Humanities and Social Sciences.

Table 2: Number of Faculty at Each Rank by College for Fall 2014

Source: Office of Institutional Research

RANK	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Total
Professor	16	16	10	16*	0	58
Associate Professor	21	45	16	22	0	104
Assistant Professor	12	28	15	13	0	68
Instructor	0	0	0	0	0	0
Lecturer	21	34	5	28	5	93
Visiting Assistant Professor	5	2	0	0	0	7
Adjunct (part-time)	76	111	57	78	2	324
Special faculty — modified retirement (part-time)	0	6	0	0	0	6
Total	151	242	103	157	7	667

*One Administrator in University College is tenured in and teaches courses in College of Science and Technology

Table 3: Number of Faculty at Each Rank by College for Spring 2015

Source: Office of Institutional Research

RANK	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Total
Professor	17	15	10	14*	0	56
Associate Professor	21	45	15	22	0	103
Assistant Professor	12	26	15	13	0	66
Instructor	1	0	0	0	0	1
Lecturer	25	33	6	28	5	97
Visiting Assistant Professor	5	2	0	0	0	7
Adjunct (part-time)	72	117	68	78	4	339
Special faculty — modified retirement (part-time)	0	6	0	0	0	6
Total	153	244	114	155	9	675

*One Administrator in University College is tenured in and teaches courses in College of Science and Technology

Course Coverage

In 2006, UHD's goal was 60 percent full-time coverage of semester credit hours produced. As Table 4 below indicates, the University as a whole has surpassed that goal, with two-thirds of the semester credit hours (SCHs) taught by full-time faculty. Of the 144,400 SCHs taught in the Fall 2014 semester, full-time faculty taught 96,115, or approximately 67 percent, of UHD's semester credit hours.

Table 4: Fall 2014 SCH Coverage, Full-time and Part-time						
Source: Office of Institutional Research						
	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Combined
# of SCHs by full-time	24,351	34,329	11,372	25,094	969	96,115
% of SCHs by full-time	67%	63.9%	62.4%	71.7%	85.4%	66.6%
# of SCHs by part-time	11,979	19,387	6,846	9,909	165	48,286
% of SCHs by part-time	33%	66.1%	37.6%	28.3%	14.6%	33.4%
Total SCHs	36,330	53,716	18,218	35,002	1,134	144,400

As Table 5 demonstrates, in the Spring 2015 semester the University's full-time faculty coverage rate was 69 percent of the 132,892 semester credit hours produced, a percentage that also surpasses the institutional goal of 60 percent full-time coverage.

Table 5: Spring 2015 SCH Coverage, Full-time and Part-time						
Source: Office of Institutional Research						
College	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Combined
# of SCHs by full-time	26,226	31,346	10,495	23,227	783	92,077
% of SCH by full-time	75.0%	65.0%	60.2%	74.2%	80.6%	69.3%
# of SCHs by part-time	8,733	16,870	6,952	8,071	189	40,815
% of SCH by part-time	25.0%	35.0%	39.8%	25.8%	19.4%	30.7%
Total SCHs	34,959	48,216	17,447	31,298	972	132,892

Table 6 (below) provides greater detail for the Fall 2014 full-time faculty coverage rates and shows the semester credit hours produced by full-time and part-time faculty in each degree program, and the percentage of semester credit hours taught by full-time and part-time faculty.

Table 6: Fall 2014 SCHs by Full-time/Part-time Faculty, and by College & Degree Programs

Semester Credit Hours (undergraduate)

Program	Full-time		Part-time		Total
	#	%	#	%	#
ACC - Accounting	4,893	72%	1,932	28%	6,825
EIS - Enterprise Information Systems	2,265	69%	1,014	31%	3,279
FINA - Finance	2,814	90%	324	10%	3,138
GBUS - General Business	4,152	53%	3,720	47%	7,872
IRM - Insurance and Risk Management	150	52%	141	48%	291
MGT - Management	2,571	57%	1,947	43%	4,518
MKT - Marketing	1,584	63%	930	37%	2,514
SCM - Supply Chain Management	654	57%	486	43%	1,140
COMM - Communication Studies	5,298	82%	1,167	18%	6,465
ENG - English	9,426	79%	2,547	21%	11,973
FA - Fine Arts	2,904	68%	1,347	32%	4,251
HIST - History	3,021	53%	2,703	47%	5,724
HUMA - Humanities	591	67%	297	33%	888
PHIL - Philosophy	1,089	48%	1,191	52%	2,280
POLS - Political Science	2,788	53%	2,448	47%	5,236
PSY - Psychology	4,764	60%	3,213	40%	7,977
SOC - Sociology	633	31%	1,398	69%	2,031
SOS - Social Sciences	318	25%	951	75%	1,269
SPAN - Spanish	899	58%	649	42%	1,548
CJ - Criminal Justice	3,603	50%	3,642	50%	7,245
ISAE - Interdisciplinary Studies (Education)	6,001	71%	2,421	29%	8,422
SOCW - Social Work	793	50%	783	50%	1,576
ASTA - Applied Statistics	1,878	73%	681	27%	2,559
BIOL - Biology	2,973	64%	1,704	36%	4,677
CHE - Chemistry	1,960	61%	1,267	39%	3,227
CS - Computer Science	2,855	93%	209	7%	3,064
CIET - Control and Instrumentation Engineering	456	100%	-	0%	456
SAFE - Safety Management	1,501	72%	590	28%	2,091
SAD - Structural Analysis and Design	93	63%	54	37%	147
GEOS - Geosciences	1,123	74%	389	26%	1,512
MATH - Mathematics	9,516	70%	4,042	30%	13,558
AA - Applied Administration	879	84%	165	16%	1,044

The Spring 2015 full-time faculty coverage rates are shown in Table 7 below as well as the number of semester credit hours produced by the full-time and part-time faculty in each degree program, and the percentage of full-time coverage in each of the programs.

Table 7: Spring 2015 SCHs by Full-time/Part-time Faculty, and by College & Degree Program

(Undergraduate)

Semester Credit Hours

Program	Full-time		Part-time		Total
	#	%	#	%	#
ACC - Accounting	5,337	82%	1,152	18%	6,489
EIS - Enterprise Information Systems	2,046	74%	705	26%	2,751
FINA - Finance	3,018	88%	411	12%	3,429
GBUS - General Business	4,287	58%	3,096	42%	7,383
IRM - Insurance and Risk Management	135	64%	75	36%	210
MGT - Management	2,559	57%	1,944	43%	4,503
MKT - Marketing	2,145	91%	210	9%	2,355
SCM - Supply Chain Management	702	66%	366	34%	1,068
COMM - Communication Studies	5,025	80%	1,287	20%	6,312
ENG - English	8,592	83%	1,734	17%	10,326
FA - Fine Arts	2,667	71%	1,113	29%	3,780
HIST - History	3,048	56%	2,349	44%	5,397
HUMA - Humanities	627	74%	225	26%	852
PHIL - Philosophy	906	37%	1,569	63%	2,475
POLS - Political Science	2,845	62%	1,767	38%	4,612
PSY - Psychology	4,299	58%	3,066	42%	7,365
SOC - Sociology	1,092	50%	1,101	50%	2,193
SOS - Social Sciences	375	32%	795	68%	1,170
SPAN - Spanish	871	55%	716	45%	1,587
CJ - Criminal Justice	4,275	60%	2,811	40%	7,086
ISAE - Interdisciplinary Studies (Education)	4,436	55%	3,559	45%	7,995
SOCW - Social Work	1,187	68%	567	32%	1,754
ASTA - Applied Statistics	1,854	71%	753	29%	2,607
BIOL - Biology	3,019	71%	1,229	29%	4,248
CHE - Chemistry	2,255	70%	988	30%	3,243
CS - Computer Science	2,564	80%	639	20%	3,203
CIET - Control and Instrumentation Engineering	280	100%	-	0%	280
SAFE - Safety Management	1,532	79%	402	21%	1,934
SAD - Structural Analysis and Design	144	49%	150	51%	294
GEOS - Geosciences	1,105	65%	592	35%	1,697
MATH - Mathematics	8,079	76%	2,596	24%	10,675
AA - Applied Administration	783	81%	189	19%	972

UHD's full-time coverage rates ensure programmatic quality and integrity for UHD's degree programs, and provide students with a consistently high level of academic instruction by dedicated professors.

Fall 2014 full-time faculty taught more than half of the semester credit hours produced at distance sites (52 percent) (see Table 8a for Fall 2014 SCHs by campus) and 68 percent of semester credit hours taught in delivery modes other than only face-to-face, including online, hybrid, ITV, and hybrid ITV (see Table 8b), thus ensuring students receive high quality educational experiences with programmatic integrity at all locations and across all learning modalities.

Table 8a:

Fall 2014 SCHs, Full-time/Part-time by Campus

Campus	Full-time SCHs	Part-time SCHs	Total SCHs	% of SCHs by	% of SCHs by
				Full-time Faculty	Part-time Faculty
Downtown	68,908	34,529	103,436	66.6%	33.4%
Lone Star College - Atascocita Center	93	264	357	26.1%	73.9%
Lone Star College – Cy-Fair	0	213	213	0.0%	100.0%
Lone Star College - Kingwood	337	366	703	47.9%	52.1%
Online	24,042	10,009	34,051	70.6%	29.4%
Other (dual-credit, consortial courses and student teaching hours)	282	819	1,101	25.6%	74.4%
UHD Northwest	2,594	1,945	4,539	57.1%	42.9%
Total	96,256	48,145	144,400	66.7%	33.3%

Table 8b:

Fall 2014 SCHs by Full-time/Part-time and by Delivery Mode

Delivery mode	Full-time SCHs	Part-time SCHs	Total SCHs	% of SCHs by	% of SCHs by
				Full-time Faculty	Part-time Faculty
Online	24,042	10,009	34,051	70.6%	29.4%
Face-to-Face	60,929	31,841	92,769	65.7%	34.3%
Hybrid ITV	15	0	15	100.0%	0.0%
Hybrid Face-to-Face	11,258	6,255	17,513	64.3%	35.7%
ITV (Synchronous broadcast of face to face course)	12	40	52	23.1%	76.9%
Total	96,256	48,145	144,400	66.7%	33.3%

In Spring 2015, full-time faculty taught 56 percent of semester credit hours at distance locations, a 4 percent increase over Fall 2014 (see Table 9a), demonstrating a commitment to the distance sites and to achieving and maintaining comparable full-time coverage for all UHD students, regardless of location or delivery modality. As Table 9b below shows, full-time UHD faculty taught 76 percent of all courses offered in other modalities (online, hybrid, ITV, and hybrid ITV) than only face-to-face instruction, a figure that is consistent with full-time SCH coverage for face-to-face courses at the University.

Table 9a:

Spring 2015 SCHs, Full-time/Part-time by Campus

Campus	Full-time SCHs	Part-time SCHs	Total SCHs	% SCHs by Full-time Faculty	% SCHs by Part-time Faculty
Downtown	62,066	29,000	91,066	68.2%	31.8%
Lone Star College - Atascocita Center	183	201	384	47.7%	52.3%
Lone Star College – Cy-Fair	63	168	231	27.3%	72.7%
Lone Star College - Kingwood	198	609	807	24.5%	75.5%
Online	26,432	8,308	34,740	76.1%	23.9%
Other (dual-credit, consortial courses and student teaching hours)	252	837	1,089	23.1%	76.9%
UHD Northwest	2,883	1,692	4,575	63.0%	37.0%
Total	92,077	40,815	132,892	69.3%	30.7%

Table 9b:

Spring 2015 SCHs, Full-time/Part-time by Delivery Mode

Delivery mode	Full-time SCHs	Part-time SCHs	Total SCHs	% SCHs by Full-time Faculty	% SCHs by Part-time Faculty
Online	26,432	8,308	34,740	76.1%	23.9%
Face-to-Face	53,080	28,602	81,682	65.0%	35.0%
Hybrid ITV	21	0	21	100.0%	0.0%
Hybrid Face-to-Face	12,544	3,905	16,449	76.3%	23.7%
Total	92,077	40,815	132,892	69.3%	30.7%

Given the mission of the University, programs offered at UHD are often more applied in nature. As such, some of the courses require hiring adjuncts who not only have the professional credentials in terms of education, licensure, and certifications but also the expertise and industry/business experience that reflects and meets the expectations of potential employers in the field. For example, the degree programs in Urban Education and Social Work are required to hire field supervisors, often with very specific ratios of credentialed supervisors to students. This requirement increases the ratio of part-time coverage in those departments. Similarly, the College of Business follows the practice of most business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) by hiring business executives to teach some of its courses, bringing an essential element of industry and business expertise to its “reality-based” programs.

Student to Faculty Ratio and Average Class Size

According to [UHD's Institutional Resume](#) on the Texas Higher Education Coordinating Board's website, the UHD student-to-faculty ratio was 21:1 in Fall 2013. The Texas Higher Educational Coordinating Board calculates this ratio by dividing full-time-student equivalents (FTSEs) by the full-time equivalent faculty (FTE), with undergraduate FTSEs based on 15 semester credit hours and graduate FTSEs based on 12.[1] As the Texas Higher Education Coordinating Board's Accountability System indicates, UHD's student-to-faculty ratio has hovered between 20:1 and 21:1 since 2004. Though the ratio may not be as low as a few other institutions in the peer group, the ratio alone does not tell the whole story. UHD's Institutional Resume shows that UHD still manages to keep class sizes relatively low, with almost a quarter of the classes (23.9 percent) with fewer than 20 enrolled students. Only 6.4 percent of UHD courses have more than 50 students enrolled in them (UHD 2014 Institutional Resume). The average class size at UHD in Fall 2014 was 27.1 students. The University determines appropriate class size by best practices in the field and professional/disciplinary accreditation standards, and considers mode and level of instruction in making these determinations. Thus, for example, labs are limited to 28 students, and freshman composition courses are limited to 25 students, while lecture-heavy introductory history courses may have over 100 students in some sections. Although the University aims to reduce class sizes when possible and to increase full-time faculty hiring, the students enrolled in UHD programs are served well by qualified faculty teaching appropriately sized classes.

Workload for Tenured/Tenure Track Faculty

As specified in the UHD Rank and Tenure System policy ([PS 10.A.01](#)), all tenured and tenure-track (T/TT) faculty—those at the rank of professor, associate, assistant, and instructor—are required to engage in teaching, scholarly and/or creative activities, and service to the institution and the profession. The Rank and Tenure policy, as well as the Faculty Performance Evaluation policy ([PS 10.A.05](#)), specifies the performance of faculty be judged in all three areas, based on departmentally-developed, discipline-specific criteria. The [UHD Faculty Handbook](#) provides faculty with a detailed discussion of these expectations, and departmental colleagues provide mentoring and advice to new faculty members. A brief overview of the workload expectations for each evaluation category follows.

Teaching Workload

The UHD mission focuses in part on teaching excellence, so faculty members' primary duty is teaching. The University's Rank and Tenure policy (PS 10.A.05) specifies that 50 percent of the annual evaluation score for tenured/tenure-track faculty is based on teaching performance. The teaching workload for tenured/tenure-track faculty is defined by UHD's Faculty Teaching Workload policy (PS 10.A.04), §3.3.1: "The standard course load for a faculty member during the combined long semesters is 21 semester credit hours (9/12 or 12/9) of classroom instruction or the equivalent. It is the responsibility of the department chair, in consultation with the faculty and the dean, to ensure academic programs have appropriate coverage. In addition, faculty members are expected to maintain scheduled office hours, perform other course-related activities, and be involved in shared governance."^[2] This teaching load was redefined in 2010 to acknowledge the new emphasis placed on research and creative activities in both the UHS and the UHD strategic plans. (The teaching load was previously 24 semester credit hours per academic year.) Under the rubric of teaching is included such related activities as holding office hours outside of class (either face-to-face or virtually) and staying current in classroom technology, academic policies, and the pedagogy of one's field.

There are exceptions to the 21-hour teaching load requirement based on administrative assignments, grants, or other considerations, and these exceptions are negotiated with the chair, dean, and/or Provost. The College of Business, for example, implemented a reassigned-time program in 2009 allowing faculty members to petition for a re-assignment from teaching one course (3 SCHs) to engage in research. This policy has made it possible for most COB faculty to teach six courses per academic year, or 18 semester credit hours (3 courses/9 SCHs per long semester) with the expectation of greater scholarly productivity. In the College of Sciences and Technology, new tenure-track faculty are usually given reduced teaching loads to help them establish their research programs. The Faculty Teaching Workload policy (PS 10.A.04) also specifies teaching workload adjustments for banked credits for teaching graduate courses, which count as 1.5 courses (§3.3.4), and cumulative supervision of directed studies (§3.4.2) or graduate theses (§3.4.3). Some tenured/tenure-track faculty members serve as academic advisors in their respective colleges and receive course releases (reassigned time) commensurate with their advising duties each semester.

Scholarly Activity, Research, and Creative Productions

The University's policies on the Rank and Tenure System (PS 10.A.01) and Faculty Performance Evaluation (PS 10.A.05) articulate the significance of scholarly and creative activity as a component of the tenured/tenure-track faculty member's professional performance. As articulated in the mission statement, the University's commitment to regional development and "scholarly research to develop students' talents and prepare them for success in a dynamic global society" means that its faculty must engage in significant scholarly and creative activity to fulfill the terms of that mission. While teaching is the primary performance measure for faculty, scholarly/creative activities form a significant portion of the tenured/tenure-track faculty member's professional obligations. Each department creates its own discipline-specific criteria for scholarly excellence, but the revision of the Faculty Teaching Workload policy in 2010 underscored the significant place scholarly/creative activity holds in the University's fulfillment of its mission and thus in faculty workload. Moreover, the deans, the Provost, and the President ensure that the criteria for faculty rewards—including tenure, promotion, and merit pay increases—align with University priorities.

Service

In addition to teaching courses and engaging in research, the tenured/tenure-track faculty are expected to participate in departmental curriculum development and assessment, mentor students and junior faculty, write recommendation letters for students, initiate and collaborate on external grant writing when appropriate, supervise research at the undergraduate and graduate levels as needed, and participate fully in the shared governance of the University by serving on departmental, college, and university committees that oversee the work of the University. The University's Academic Shared Governance policy (PS 10.A.03) articulates the responsibility of tenured and tenure track faculty to engage fully in the institution and its governance. (See also CS 3.7.5, CS 3.4.10, and CS 3.4.1 for in depth discussions of this role for faculty.)

Workload for Visiting Faculty

Visiting faculty members have the same teaching workload as tenured/tenure-track faculty and are expected to perform the same curricular and assessment-related activities as tenured/tenure-track faculty. Because they are precluded from membership of many faculty shared governance committees, their service expectations are considerably less.

Workload for Lecturers

Lecturers are an integral part of UHD faculty. In recent years, hiring lecturers has been a way of managing the deleterious effects of fast enrollment growth in the short term while preserving programmatic integrity. In the College of Humanities and Social Sciences, for example, lecturers help provide full-time coverage in lower-division core-curriculum courses such as history, speech, and composition. Lecturers' primary workload involves teaching and participating in departmental activities related to pedagogy and curriculum, such as assessment. Under the rubric of teaching is also included such activities as holding office hours outside of class (either face-to-face or virtually), and staying current in classroom technology, academic policies, and the pedagogy of one's field. Lecturers do perform a limited amount of service, usually at the departmental level. The course load for lecturers is 15 semester credit hours per semester, although some lecturers may have time reassigned from teaching to perform administrative duties or special projects. For example, in University College, the BAAS in Applied Administration and the BS in Interdisciplinary Studies program directors are lecturers who teach 9 semester credit hours (3 courses) during the calendar year and perform the administrative duties for the program as the remainder of their workload.

Workload for Part-time Faculty

Part-time faculty includes adjunct lecturers and special faculty who are formerly tenured faculty whose employment has been modified after retirement. Part-time faculty members are hired to teach courses. Special faculty are limited by retirement regulations to less than 50 percent FTE assignments, and according to the University's Adjunct Lecturer policy (PS 10.A.15), adjunct lecturers are restricted to 40 percent or fewer FTE teaching assignments, that is two courses or six semester credit hours per semester "except in rare cases of institutional exigency" (§ 2.2.5.1).

A number of situations that fall under "institutional exigency" sometimes require exceeding the 40 percent FTE restriction for part-time instructors. In semesters when the University experiences rapid enrollment growth at the last minute, qualified adjunct lecturers may be offered three or four sections to ensure that all course sections are covered by qualified faculty. In addition, increased demand for certain courses that require specialized expertise may require departments to offer additional sections to select adjunct instructors in order to meet students' needs. Rare occasions, such as the death or incapacitation of a full-time faculty member, may require departments to increase an adjunct instructor's teaching assignment beyond the 40 percent FTE in order to cover courses vacated by the incapacitated full-time instructor.

It should be noted that in light of their long-standing association with the University and their previous achievements in teaching and scholarship, the special faculty (modified-employment retirees) offer a significant service to the University and its students by bringing their particular expertise to needed courses and thus reducing the need for full-time faculty to teach overloads in times of rapid enrollment growth.

Cross References

[Comprehensive Standard 3.7.1](#)

[1] *Student/Faculty Ratio Definition: Full-time student equivalents (FTSEs) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSEs) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSEs are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSEs are calculated on 9 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with rank codes 1-5 and appointment codes 01 and 02. Only the percentage of time in appointment codes 01 and 02 is counted. Faculty members without a salary are included. Teaching assistants are not included to match the LBB measure. Source: CBM004 and CBM008.*

[2] PS10.A.04 requires that faculty teach a total of 21 contact hours or *its equivalent* per year. For laboratory courses in the Department of Natural Sciences, contact hours are used as the workload metric. Hence, a one-credit hour lab, which has 3 hours of assigned contact time, counts as *the equivalent* of three credit hours. Further adjustments may be made with the Provost's approval.

Sources

-  PS01A03 Academic Shared Governance Policy
-  PS10A01 Rank and Tenure System
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-  PS10A04_Faculty_Teaching_Workload_Policy
-  PS10A05_Faculty_Performance_Evaluation_old
-  PS10A15 Adjunct Lecturers
-  THECB_Online_Resume_Definitions
-  UHD_2014_Institutional_Resume
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2.9

Learning Resources and Services

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD), through ownership or formal arrangements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all of the University of Houston-Downtown's educational, research, and public service programs.

Through ownership or formal arrangements or agreements the University's students and faculty have access and user privileges to library collections that support the institution's educational mission. Library resources and services also serve the research and curriculum development needs of faculty within the University. In addition to the W.I. Dykes Library's own resources, students, faculty, and staff at the University of Houston-Downtown have access to collections through agreements with the University of Houston system, the Texas State Library TexShare plan, and a nationwide interlibrary loan network.

Library Mission

The mission of the W. I. Dykes Library is to support the University's academic programs and to facilitate teaching and learning by providing learning resources, new technology, and information services to the faculty, staff, and students to meet their curriculum, research, and information needs.

Library Goals

The goals of the W. I. Dykes Library are to:

- Provide and organize resources in common print, audiovisual, and electronic formats to meet the ever-changing curricular, research, and information needs of the UHD campus community.
- Make information resources accessible and available to components of the UHD campus community independent of the individual's location, background, and physical and learning abilities.
- Provide services and outreach that facilitate the awareness and use of library resources by the UHD campus community.
- Continue to recruit, support, and retain a high-quality and diverse library staff to meet the expanding library needs of the University.
- Improve and expand library physical facilities to provide a high level of library support for an urban, master's-granting institution.
- Address selected community information and library needs in support of the University's recruitment and outreach efforts.

Access

The library collections, both physical and electronic, are available to University of Houston-Downtown students, faculty, and staff regardless of their location. UHD alumni have limited library borrowing and printing privileges. Visitors from the University of Houston, the University of Houston-Clear Lake, and the University of Houston-Victoria may borrow library materials with an equivalent identification from their own campus. Through the [Texas State Library TexShare plan](#), visitors affiliated with another Texas university, college, or public library may borrow library materials by presenting a TexShare Card obtained from their home library. Local residents 18 years or older may purchase an Affiliate Borrower Card from our library for \$50.00 per year.

Online Access

Remote access to the Library's online resources is available 24 hours a day. Additionally, the Library's [online chat service](#) provides 24/7 access to professional librarians for reference and research consultation.

Facility Access Hours

The W.I. Dykes Library in the One Main Building is open 85 hours per week during general academic sessions, and 45 hours per week during winter intercession. The Library's computer lab and by-reserve study and presentation rooms are available all hours the Library is open. The 85 hours the Library is open and staffed is very close to the median of 89 hours for peer institutions. Open study rooms and the Reading Room are available 24/7.

Physical Facility

The W.I. Dykes Library is housed in an 86,000 square-foot area on part of the 4th floor and the entire 5th floor of the One Main Building. The 4th floor space includes a computer lab with eighty-four stations, a large open reading room for individual study, thirteen group-study rooms with capacities of four to ten students, two presentation-practice rooms with podiums and multimedia equipment, two library instruction rooms with computers for hands-on research practice, a meditation room, and an events room open to the entire campus for guest speakers and other special programming. Study and presentation room usage has doubled from 2,448 in fiscal year 2010-2011, to 4,887 in fiscal year 2013-2014.

The 5th floor houses the library collections, circulation services, staff offices, and a coffeehouse. The center and west portions of the floor are open for student use with quiet study areas, study carrels, and comfortable open seating. Physical visits to the Library from 2012-2014 show an increase of 29 percent over that time. National Center for Education Statistics peer library comparison data indicate that the Library's average weekly gate count in 2012 (last year for which comprehensive data is available) of 8,779 was well over the peer median of 7,172 visits per week.

Library Systems

Library Catalog. The Library jointly operates an integrated library system with the University of Houston and the University of Houston-Clear Lake, using Sierra from Innovative Interfaces, Inc., a system that is widely accepted as an industry leader in library automation. This system is used to provide a public catalog of 2.4 million items available at participating libraries. UHD faculty and students can limit searches to items available at UHD, or they can expand searches to view materials at other libraries. Most items in the catalog are available via inter-campus messaging or direct borrowing at system libraries. UHD students borrowed 61.7 percent and faculty and staff borrowed 8.9 percent of the 42,548 items circulated in fiscal year 2013-2014. In addition, UHD students, faculty, and staff used 99 items from other University of Houston system libraries.

Discovery Systems. The Library also has a separate discovery system, which integrates indexing from the Sierra system with full-text content from other library-purchased databases in one search box. The Library used the Summon service from Serials Solutions from 2010 to 2014, but it currently uses **EDS**, a discovery service provided by EBSCO Publishing. EDS was selected to replace Summon because surveys and usability testing showed students were confused by the way Summon linked out to full-text content on publishers' websites, while EDS usually displays full text directly within its native interface or, when it is necessary to link out to external content, clearly identifies that it is sending users to other sites. From September 2013 through August 2014 patrons completed 30,218,026 searches through EDS, viewed 323,540 abstracts, 187,118 full-text items and 153 video or image files.

Electronic Resource Management. The Library uses Serials Solutions 360 Core and Serials Solutions 360 Resource Manager systems to facilitate access to e-journals. Serials Solutions is widely known as the leader in this field, but the Library is re-evaluating its use of these systems as new options emerge. The 360 Core system powers the list of e-journals that is included on the Library's web site, allowing users to search by title, publisher, ISSN, or subject. It also provides back-end resources that make it possible to easily track e-journal content changes and to incorporate this data into the portal without the assistance of library staff. The 360 Resource Manager is an add-on product that helps staff track licenses, passwords, and acquisition-related tasks. Beginning in 2015, UHD will move from 360 Core to Publication Finder by EBSCO, a new product that is integrated into the EDS discovery service at no additional cost and comes with no loss of functionality. The Library is also looking at open-access solutions to replace the 360 Resource Manager.

Interlibrary Loan Systems. The Library uses the ILLiad system from OCLC to manage interlibrary loan transactions. It provides an **online portal** through which faculty and students can place orders at the Library website or via links in most Library databases. The portal also allows users to track orders and accept delivery of content online, which enables online and distance students' access to print materials.

Archival Systems. The Library uses Content DM from OCLC to manage access to digitized materials from the University Archives. Throughout 2014 and 2015, the archive has been collecting and digitizing content. Public access to this content via Content DM will debut through the library web site in mid-spring 2015.

Informational Technology

The W.I. Dykes Library operates on the University of Houston-Downtown campus network. Access to library resources is available to students, faculty, and staff using their UHD online credentials. No matter their physical location, all students, faculty, and staff have 24/7 access to the Library's electronic resources via an EZ Proxy verification system.

Library Collections and Resources

Library collections include 235 online databases; 342,903 electronic books; 94,649 electronic journals; 203,156 print books and periodicals; 4,286 video and audio discs; and 72,600 online video and audio files. The Library aims to maintain adequate physical collections, but the main focus of current Library planning is to build and maintain online collections that offer equal access to online, distance, and on-site students. The Library determines the appropriateness and relevance of its collections through its collection development process, analysis of resource usage, student and faculty surveys, and patron consultation and feedback.

Collection development is coordinated by the Assistant Director of Library Technical Services. This position also chairs the Collection Development Committee, made up of all librarians, which meets periodically to discuss best practices, to learn about new tools and procedures, and to make collective decisions about journals and databases. Selection of books and audiovisual works is determined by individual librarians under the oversight of the Assistant Director of Library Technical Services. All decisions are made on the basis of the **Collection Development Guidelines**, which cover general rules of practice for all materials, as well as specific guidelines for individual subject areas that support teaching, research, or administration.

All librarians participate in collection development as liaisons to at least one academic program. Liaisons work with faculty to identify needs, conduct library instruction, and offer specialized reference services. Liaisons also maintain collection guidelines for each subject area, defining how collections support degree programs and courses, as well as administrative services, research centers, and student clubs. Collection guidelines are developed based on consultation of UHD's catalog, syllabi for all courses, reference questions asked, assignments given, topics of instruction sessions, faculty requests, usage statistics, information about what is being borrowed from other libraries, and other substantive indicators. Collection guidelines are used to inform purchasing decisions, to define collection profiles with various book and e-book vendors, and to define benchmarks that can be used to assess individual collections.

Liaison Librarians evaluate resource content in terms of the level of treatment needed by students and faculty in each field of study. Relevant factors include breadth, depth, and the degree of specialized knowledge required to understand content. Resources that provide undergraduate students with an introduction to core topics in disciplines covered by UHD curriculum are favored. Specialized titles appropriate to support upper-division or graduate courses and faculty research are also reviewed. Consultation with faculty researchers and graduate advisors contribute to the selection of these specialized materials. For costly works, preference is given to titles that will be of interest to an entire academic department or discipline, while those of interest only to individuals are selectively collected.

Library Services

Reference. The W.I. Dykes Library provides 81 hours of face-to-face reference service by degreed librarians per week at the Information Desk located in the 4th Floor Library Computer Lab. Librarians also provide reference service via telephone, email, and SMS Text. Additionally, the Library has contracted with an outside vendor to provide afterhours **online chat**, allowing 24/7 access to expert library reference services. Student survey data and the increase in information requests received electronically led to the implementation of this service in September 2014. Since its inception the Library has received 1,626 questions via the service, with 188 occurring after 10:00pm, and before 7:00 am. One-on-one reference consultations are available with all librarians via appointment. In fiscal year 2013-14, in addition to the outside vendor, UHD librarians answered 12,631 reference questions, with over 1,000 coming in via electronic means (e-mail, chat, SMS text).

Library Instruction. Instruction is coordinated by the Library's Instruction Team. Classes are requested by faculty, and the team participates in UHD orientation, Freshman Seminars, and other UHD sponsored student-success initiatives. Library staff travel to distance sites to provide on-site reference and library resource instruction throughout each semester. Attendance for instruction sessions in fiscal year 2013-2014 was 7,781 in 204 sessions. New initiatives included participation in seven new student orientation sessions that reached 1,050 students, and sessions for the University's Freshman Summer Success Program (FSSP) that reached 258 incoming first-year students.

The library uses **SpringShare's LibGuides** program to develop and maintain research guides to jump-start student research in major subject areas. Course-specific **research guides** are created to meet faculty needs. **Library research guides** are easily linked into Blackboard, making them readily usable for online and distance education students. Analysis of usage and student and faculty requests help determine when new research guides are added, or when under-utilized guides are retired. Usage of these guides has increased almost 85 percent since their implementation in fiscal year 2010-2011. Guides were viewed 129,611 times in fiscal year 2013-2014.

Interlibrary Loan. University of Houston-Downtown students, faculty, and staff can use **Interlibrary Loan** to get materials not available at the location where they attend classes or work. Interlibrary Loan staff will search for publications not owned by the W.I. Dykes Library and borrow those publications from other libraries in our nation-wide network. UHD students and faculty at UHD's Northwest, Cy-Fair College, and Kingwood off-campus distance sites may also use Interlibrary Loan to get materials from W.I. Dykes Library collections delivered to them at the site where they attend classes. There is no cost for interlibrary loan services for UHD students, faculty, and staff. Physical materials borrowed may take up to one week to arrive. Electronic delivery of materials often takes 24 hours or less. In fiscal year 2013-2014, Interlibrary Loan staff borrowed 651 items for UHD students, faculty and staff. Additionally they loaned 2,199 items to outside libraries, which helps to ensure that UHD patrons can continue to receive materials through reciprocal networks.

Reserve Materials. Faculty may put items on reserve at the Library. The Library uses **E-Reserve** to manage the course reserves service. Materials placed on reserve are available at the Library Circulation Desk located on the 5th floor of the One Main Building. Course reserve materials are for in-library use only, and have loan periods ranging from one to three hours. Course reserve material may also be available electronically; electronic reserve courses require course-level password authentication. In fiscal year 2013-2014 faculty placed 341 items on reserve which were used 295 times.

Services for Faculty. The Library provides faculty with teaching, classroom, research, and publishing support as well as reference and interlibrary loan services via the liaison librarian program. The Library participates annually in UHD's new faculty orientation. Faculty representatives serve on the campus Library Committee, and feedback on purchases is solicited via the Suggest a Purchase link from the library's home page.

Public Services Programs.

For the community outside of UHD, the Library offers the ability to borrow materials after meeting the appropriate requirements, as well as the ability to use the Library computer lab. Alumni and visitors may borrow books, videos, music discs, and audiobooks from the library. Library cards that will allow them borrowing privileges include a UHD Alumni ID Card, a TexShare Card validated by another Texas library, and an Affiliate Borrower Card, where they have paid a fee for the right to check out materials. Databases, e-journals, e-books, and online media are available in the Library to these groups.

Computers are available to visitors with a valid government-issued photo identification, such as a driver's license or passport. High school students may present a school picture-identification card and a letter from their teacher. Use of library computers is limited to two non-consecutive thirty-minute sessions in each day.

In addition, the UHD Archives are part of the Library. The University Archives consists of all the records, both essential and historical, generated by the University in the course of its business. This includes materials from both UHD (1974-present) and also its predecessor, South Texas Junior College (1948-1974). Much archival material is available online, and is open to all usage.

Online Education

With an increase in online and hybrid courses in the UHD curriculum, the Library has made it a strategic planning priority to obtain materials in electronic formats, as well as offering services online. The Library website provides access to electronic content, from full-text eBooks and journals, to online videos and research guides. Reference service is available 24/7 via online chat, and students and faculty can make appointments with librarians that can be conducted via Internet or telephone. The Interlibrary Loan and Distance Education Librarian maintains a **research guide** specifically for online students and faculty. Research help and specific information about online intersession courses are included in the guide. The University's Online Education Policy (**PS 03.A.37**) codifies the institutional commitment to support online education programs with adequate resources (§3.2) and to provide online students with access to library support services equivalent to those available to other students (§3.5.1). The Library shares UHD's commitment to provide all students excellent support services that will allow them to succeed academically, including those in online and hybrid courses, and it strives to provide services and resources equally to students and faculty located on campus, at distance sites, or online. As discussed in **Comprehensive Standard 3.3.1.3**, the Library continually assesses and updates its services and collections in response to student and instructor needs.

Off-Campus Locations

All of the off-campus locations at which UHD offers classes have library facilities. Lone Star College-Cy-Fair and Lone Star College-Kingwood maintain on-site collections, while Lone Star College-University Park is an entirely digital facility. All three offer computer usage, study space, and the services of reference librarians. The UHD Interlibrary Loan and Distance Education Librarian regularly visits off-site campuses to provide assistance and promote library resources. Upon request all librarians on staff provide instruction sessions in person at distance locations. The Library's web-based chat service allows patrons to communicate in real time (24/7) with a professional librarian for reference and research consultation. UHD faculty may place electronic course materials on reserve for use by all students. Students and faculty at UHD-Northwest have access to a physical reserves collection and may obtain library materials from any UH System library through the library paging program, which facilitates the borrowing of materials among UH System libraries. Materials not available within the UH System can be requested via Interlibrary Loan. The UHD library does not charge for interlibrary loan services except in cases when the loaning institution incurs cost. Students may use libraries in their own area via the Texas State Library TexShare plan, which allows them to borrow library materials by presenting a TexShare Card obtained from the UHD Library at a participating library in their area. Students do not have to visit the UHD main campus to acquire TexShare cards; they may request them online and have them mailed.

Assessment of Services

To assess services the Library uses a combination of **direct and in-direct assessment measures**. Among the methods used are: online student and faculty surveys, focus groups (selected populations, including distance sites and online students), resources usage statistics, usability testing for web-based services, and observational studies of physical library facilities. These results are analyzed to identify areas for improvement and to inform planning and programming efforts.

All departments within the Library contribute to the assessment process. The Public Services Department collects and analyzes library service usage statistics, customer service surveys, and conducts focus group and facilities observational studies. The Technical Services Department collects and analyzes resource usage statistics, monitors collection trends, and receives input from faculty and students regarding resources.

Usage statistics yield value information regarding the use and relevance of library resources. In fiscal year 2013-2014, UHD patrons viewed 336,734 articles or an average of 3.6 views per title owned. Electronic book usage has increased almost 38 percent from 2010-2014, with a total of 226,461 book-section views in fiscal year 2013-2014. Analysis of the past five years of student surveys indicate that an average of 90 percent of UHD students rate their experience at the Library as "good" or "excellent". The satisfaction with, or ability to find, books or journal articles needed for their projects varied from a low of 63 percent in 2009 to a high of 85 percent in 2012. Observational studies conducted on library seating and space usage show how patrons use the facility and suggest furniture style purchases and consideration of group and individual study space allocation.

Use of Assessment Results to Improve Services

Academic departments are asked to review serial and monograph orders to provide feedback on the appropriateness of these works to academic and research priorities. For example, in the 2013-2014 fiscal year, staff in the Technical Services Department, using database usage statistics, identified eleven low-use databases. Simultaneously, based on faculty requests and indicators of potential journal usage, 398 new journal titles that better fit the needs of the UHD curriculum were identified. Hence, the library reallocated funds of \$51,742 to acquire the relevant journals and cancel the low-use database.

When students and faculty were surveyed in 2013 and 2014 respectively, it was found that many were not aware of some library services leading to increased efforts to raise awareness. Library staff members were added to several campus committees (Student Retention, Honors Council, and Curriculum). A social media committee was formed to regularly post on Facebook and Twitter, and library instruction staff participated in the University-sponsored Summer Fast Track Institute and Freshman Seminar programs to introduce students to the Library.

Feedback from student surveys and the increase in information requests received electronically led to the implementation of a 24/7 online chat service. This contracted service provides live after-hours and weekend chat with qualified librarians with complete access to the W.I. Dykes Library online resources.

Adjustments to physical spaces are also a response to assessment measure results. To reduce the referral of students to additional staff members, the staff workstations at the 4th Floor Information Desk were re-arranged. A library staff person better-equipped to handle basic questions and services is the first point of contact for students. If reference, research assistance, or more in-depth help is needed, then the patron is directed to the librarian on duty at the desk, resulting in shorter wait times and less confusion.

Cross Reference

Comprehensive standard 3.8.1

Comprehensive standard 3.3.1.3

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2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) provides student support services consistent with its educational mission to promote student learning with "strong academic and career preparation" that "develops students' talents and prepares them for success in a dynamic global society." UHD is a non-residential university serving a diverse student population that "reflects the diversity of the Greater Houston area." UHD is recognized as a Hispanic Serving Institution and a Minority Serving Institution by the United States Department of Education. An important part of the University's mission is meeting the needs of the diverse community of greater Houston, and University programs and services are designed to enhance student learning and development by facilitating a holistic student experience through curricular and co-curricular support.

To fulfill its mission, UHD is committed to providing all student support services that are needed, regardless of students' campus locations, class delivery modes, or degree levels. Support services are available to students visiting an office in-person, and many services are available by phone, by email, and online including admissions counseling, financial aid, advising, ADA services, tutoring, and library services. In addition, the University has dedicated advisors and administrative staff who serve its CyFair, Northwest, and Kingwood sites, while recruitment, admissions, financial aid and other service events are regularly scheduled for these sites. UHD student support staff travel to off-campus teaching sites to offer services when necessary.

UHD recognizes that while instruction and learning take place in the context of a particular course, student success is contingent upon a whole host of services that exist beyond the classroom in either its physical or virtual form. While, in that sense, it can be said that all administrative units of the University contribute to student learning and development, this narrative will address those support services provided directly to students by a number of units throughout the University, including University College (Academic Affairs), the Office of Academic Advising and Mentoring (Academic Affairs), the W. I. Dykes Library (Academic Affairs), Enrollment Management (Student Affairs), Student Services (Student Affairs), and Information Technology (Administration and Finance.) The programs provided by each unit are presented on the [Academic Affairs](#), [Student Affairs](#), and [Information Technology](#) websites and described below.

Student Body Profile

UHD is one of the most diverse universities in the Southwest and has a student body accurately reflecting the diversity of the Houston community. With an average student age of 26.8, UHD serves a significant proportion of non-traditional students, half of whom are over the age of 24 and many of whom are employed either full or part-time. Nearly half of UHD students are enrolled part time. Graduate students represent 2 percent of the UHD student body. Since UHD is a non-residential university, all students live off campus, with students residing throughout the ten-county Houston metropolitan area. In Fall 2014, for example, 50 percent of enrolled students lived outside Beltway 8, which defines the urban core and the near suburbs ([UHD Quick Facts](#)). UHD remains mindful of this residential distance from the downtown campus as it strives to provide all students convenient access to support services.

Key demographics of the UHD student body are highlighted below. Additional information is available in the [Fall 2014 Factsheet](#).

Level	Average Age
Undergraduate	26.82
Graduate	33.59
All Students	27.10

Ethnicity	Male	Female	Total
American Indian	36	47	83
Asian	741	670	1,411
Black	1,107	2,346	3,453
Hispanic	2,315	3,689	6,004
White	1,110	1,323	2,433
International	142	128	270
Unknown	85	91	176
All Students	5,536	8,294	13,830

Table 3: Graduate Student Gender and Ethnicity, Fall 2014			
Ethnicity	Male	Female	Total
American Indian	1	1	2
Asian	27	29	56
Black	89	139	228
Hispanic	58	107	165
White	67	70	137
International	5	8	13
Unknown	7	1	8
All Students	254	355	609

Table 4: Enrollment Status by Level, Fall 2014		
Level	Full time	Part time
Undergraduate	7069	6761
Graduate	67	542
Total	7136	7303

Note: Full-time based on federal definition, available in IPEDS:

Undergraduate: A student enrolled for 12 or more semester credits.

Graduate: A student enrolled for 9 or more semester credits.

Table 5: Undergraduate Semester Credit Hours Percentage by Campus Location	
Location	Percentage
Downtown Campus (includes face-to-face & hybrid courses)	71.98%
Off-campus sites (includes face-to-face, hybrid, & ITV courses)	4.70%
Online	23.32%
Total	100.00%

Location	Percentage
Downtown Campus (includes face-to-face & hybrid courses)	54.20%
Off-campus sites (includes face-to-face, hybrid, & ITV courses)	3.45%
Online	42.35%
Total	100.00%

Student Support Services Provided by Enrollment Management

Enrollment Management, a unit of Student Affairs, leads and coordinates outreach, recruitment, enrollment activities, and pre-collegiate programs at the University of Houston-Downtown. Enrollment Management collaborates with other University departments and teams to enhance student access, learning, and degree attainment. The departments for which Enrollment Management maintains oversight are the Offices of Admissions, Scholarships and Financial Aid, Registrar, and Testing Services.

The Office of Admissions provides information regarding the University to all prospective students and facilitates recruitment of undergraduate students. The **Office of Admissions** coordinates the admission process for all undergraduate and graduate applicants to UHD. UHD's undergraduate recruitment area covers ten counties comprising the Greater Houston Area: Harris, Fort Bend, Montgomery, Brazoria, Galveston, Liberty, Waller, Chambers, Austin, and San Jacinto. Admissions counselors direct prospective students to various events such as Open Houses, campus tours, Admitted Student days, and Transfer Thursdays. UHD Ambassadors—currently enrolled students who serve as liaisons to prospective students—provide tours of the campus to prospective students and their families. Admissions counselors work individually with students through the application process and connect students with other enrollment-service offices, such as Academic Advising, Financial Aid, and Student Accounting. Recruitment of graduate students is handled in the appropriate college or academic department, with numerous events taking place in the Houston area to serve prospective students at off-campus locations. Admissions oversees compliance with federal visa regulations for international students and hosts International Student Orientation. The office maintains the Admissions webpage and supplies information for the prospective student webpages and for the **UHD Viewbook**, a recruitment brochure for prospective students. The admissions process is regularly audited to evaluate progress in achieving processing benchmarks for improving applications, admissions, and matriculation. All aspects of the admissions process can be completed remotely so that prospective students are not required to visit UHD's home campus. In addition, and in support of UHD's mission to "address the needs and advance the development of the region," Admissions staff from the downtown campus travel to the CyFair, Northwest, and Kingwood locations to meet with prospective students and to further support the administrative staff dedicated to the distance sites.

The Registrar's Office is responsible for the integrity, accuracy, and proper release of academic records and provides key student support services including course registration, graduation certification, UHD Catalog management and production, student record management, and residency reclassifications for continuing students. The **Registrar's Office** responds to the diverse needs of the University community and offers students accessible, reliable, responsive, and courteous assistance in compliance with University, state and federal policies. Registrar services and assistance are available online, by telephone, and in person. All services provided by the Registrar's Office can be completed remotely so that students are not required to visit UHD's home campus. In addition, and in support of UHD's mission to "address the needs and advance the development of the region," staff from the downtown Registrar's Office travel to the CyFair, Northwest, and Kingwood locations when needed to meet with students and to further support the administrative staff dedicated to the distance sites.

The Office of Scholarships and Financial Aid provides financial aid services that are accessible, sensitive to individual students' needs, and effective in enabling students to bridge the gap between financial resources and educational expenses. **The Office of Scholarships and Financial Aid** oversees Title IV compliance, students' UHD Satisfactory Academic Progress for purposes of financial aid qualification, and Institutional Scholarship awards. In support of UHD's mission to "reflect the diversity of the Greater Houston area," the Office of Scholarships and Financial Aid recognizes that educational accessibility and student learning are contingent upon affordability and, therefore, lays the groundwork for student learning through its outreach activities and workshops on such topics as the Federal Application for Free Student Aid (FAFSA) and Texas Application for Free Student Aid (TAFSA), financial literacy, default prevention, and satisfactory academic progress. Student workshops and mandatory entrance counseling are implemented with the goal of improving students' understanding of financial management and reducing default rates. In addition, and in support of UHD's mission to "address the needs and advance the development of the region," staff from the downtown Office of Scholarships and Financial Aid travel to the CyFair, Northwest, and Kingwood locations when needed to meet with students and to further support the administrative staff dedicated to the distance sites.

UHD's **Testing Services** provides proctoring services, testing, and survey administration for University departments, affiliated institutions, or third-party commercial, state, and national organizations. **Testing services** are offered to prospective UHD students, current UHD students, and other members of the greater Houston-area community. The services provided through Testing Services promote student learning and the development of UHD's students by actively recruiting and maintaining a proctor pool to provide academic test-proctoring for online courses and departmental exams. Testing Services also proctors and administers the Texas Success Initiative Assessment as well as admission and placement exams such as the SAT, ACT, CLEP, and THEA. Testing Services also supports the admissions process, the advising of students, and the measuring of learning outcomes. Testing Services offers services at the Northwest campus in the Houston area to serve students enrolled at distance sites and provides third-party and on-line proctoring options for exams (see **Federal Requirement 4.8.1** for more information on third-party proctoring options).

Examples of Assessment of Enrollment Management Services and Use of Results

The **Office of Admissions** regularly seeks prospective student feedback at recruitment events in order to assess their effect on future student enrollment. In spring 2013, 71.5 percent of **Open House** attendees agreed or strongly agreed that the event increased their likelihood of enrolling at UHD in future semesters. In evaluating **feedback** from the spring 2013 program attendees, more participants agreed or strongly agreed that the campus tour and the Gator Connect Fair (booth displays featuring UHD's academic departments, degree programs and student organizations) provided them with sufficient information and assistance during the college admission process. Participants seemed to enjoy interacting with UHD faculty and current students who provided information to prospective majors. This prospective-student feedback motivated the Admissions staff to redesign the Spring 2015 Open House program to expand the Gator Connect Fair and to add presentations hosted by faculty, staff and current students in each of the five academic colleges. The Spring 2015 Open House survey indicated that the majority of the participants liked the college presentations the most (40 percent). The redesign of the Open House program resulted in an improved student experience, demonstrated by the fact that 96.8 percent of the program attendees indicated that after the Open House experience, they were more likely to enroll at UHD.

The UHD **Office of Scholarships and Financial Aid** has been particularly responsive to the needs and concerns of students. During the Fall 2014 semester, the UHD Office of Scholarships and Financial Aid partnered with the UHD Student Government Association (SGA) to collect student feedback on their experiences with financial aid. The survey data identified areas of concern in The Office of Scholarships and Financial Aid related to customer service and outreach operations. Student feedback highlighted challenges with the student-worker, front-counter staff in the Office of Scholarships and Financial Aid. At the time of the survey, the Office of Scholarships and Financial Aid had one (1) full-time employee responsible for providing customer service at the front counter supported by five (5) student workers. Students indicated that this staffing contributed to misinformation and customer service concerns. In recognition of the sensitivity associated with student finances and the knowledge needed to appropriately and effectively address student inquiries, an additional full-time Financial Aid Customer Service Technician position was requested in the fiscal year 2016 planning and budget process in order to improve customer service at the front counter in the Office of Scholarships and Financial Aid. This position will provide a more appropriate balance between full-time employees and student workers in the delivery of front-line customer service. This position was approved and funded by the **Student Service Fee Committee**, an institutional committee comprised largely of students and staff that has budget allocation authority for student services fees. (See supporting documentation: Enrollment Management Unit Plan request, Student Service Fee Committee Minutes and Memo to the President.)

Student Support Services Provided by Student Affairs

Student Activities and Events (SAE) promotes student learning and enhances student development in alignment with UHD's mission to "prepare [students] for success in a dynamic global society." **Student Activities and Events** provides students with leadership development and community engagement opportunities through club and organization involvement, as well as signature leadership development initiatives. SAE provides students an opportunity to create a co-curricular transcript including community engagement activities, community service, student organization involvement, leadership roles within organizations, and participation in leadership-development initiatives. The signature programs coordinated through Student Activities and Events each year include Ed's Bayou Clean-Up, the Gator Leadership Academy, UHD LeaderShape, Student Involvement Days, and advising for the Campus Activities Board and the Student Government Association.

The Career Development Center supports the University's mission to provide students with "strong...career preparation" by providing information to and career counseling for UHD students and alumni. In order to enhance student development, and to reinforce students' learning in the academic disciplines, each career counselor is connected to a specific college within the University to ensure that assistance is tailored to students' academic fields. **The Career Development Center** assists with job searches, resume writing, and offers practice interviews. Job opportunities are posted on the Career Development Center webpage, and the Career Development Center hosts a biannual Career Fair in addition to supporting the College of Business' Career Fairs and programs. Career Development professionals communicate with off-campus students through Zoom, accessible via any computer with internet access. Career counselors have walk-in advising hours in the various academic colleges and at the UHD-Northwest Campus as well. In addition, the Center for Career Development supports the **College of Business Career Center**, which tailors its services to business majors and assists business majors with securing internships, full-time positions, and general networking opportunities.

The Office of Disability Services meets the needs of students with disabilities and ensures University compliance with ADA regulations. The **Office of Disability Services** supports the University's mission and commitment to meeting the needs of a diverse student body and it promotes student learning by providing essential educational support services to disabled students. Disability Services personnel advise faculty on classroom accommodations, arrange tutoring services, and serve as liaisons between students with disabilities and faculty and/or community agencies to ensure that students with disability issues have the opportunities and support that they need to succeed. The Office of Disability Services assists students with various aspects of the educational process including academic advising and counseling, testing accommodations, Communication Access Realtime Translation (CART) Services, note-taking, and interpretation. The Office of Disability Services is also responsible for training the campus community regarding the uses of adaptive technology, including accessibility for online students with disabilities. Some community programs are also arranged and contracted for students through the Office of Disability Services.

Veterans Services promotes the academic success of veteran students which in turn supports UHD's mission to "reflect the diversity of the Greater Houston Area." **Veterans Services** supports the learning of veteran students (veterans, reservists, guardsmen, and dependents of disabled or deceased veterans of the U.S. Armed Forces) at UHD by ensuring that the materials required by the U.S. Department of Veterans Affairs are properly completed, certified, and filed with the VA in order to facilitate the timely payment of veterans' education benefits. **Veterans Services** also enhance the development of veteran students by advising the Student Veteran Organization. **Veterans Services** staff are available to students at the downtown campus and the distance sites, and information can be obtained from the **Veterans Services** webpage, by phone, by email, or on a walk-in basis.

Sports and Fitness enhances student development by providing facilities for students to participate in intramural sports, club sports, nutrition education, gym-workouts, fitness classes, dance classes, massage, and personal training/assessments. **Sports and Fitness** hosts an annual Health Fair in conjunction with other campus units and supports UHD's Wellness Committee to engage faculty, staff, and students in health and fitness initiatives. **Sports and Fitness** also provides weekly health sessions for the holistic growth of students, faculty, and staff.

Student Health Services provide currently enrolled students with urgent (non-emergency) care and wellness services such as annual exams and the immunizations that students need for compliance with state laws. Clinician services require an appointment, while a staff nurse provides a limited number of services for walk-ins. Student Health is contracted through UT-Health. Information about these services is provided on the **Student Health Services website**.

Student Counseling Services promotes student success and learning through services designed to help students maximize health and effectiveness at school, work, or home. **Student Counseling Services** provides confidential, personal support for a wide range of issues through services that include psychological counseling, financial advice, legal consultations, and wellness and stress management services during one-on-one counseling and consultations as well as a number of workshops and seminars throughout the year. Student Counseling Services can be accessed through to face-to-face appointments or students can interact with Student Counseling Services via Zoom (with internet access) and receive counseling and support for mental health issues and concerns. In addition to appointments during business hours, Student Counseling Services provides all students with 24-hour access to counseling services through its help line (713-500-3852). Counseling Services are contracted through UT-Health.

The Center for Diversity, Equity, and Inclusion supports the University's mission to foster and support a campus community reflective of the diversity in the Greater Houston Area. **The Center for Diversity, Equity, and Inclusion** leads efforts to enhance diversity, equity, and inclusion on our campus and to leverage the rich diversity of the campus community to the benefit of curricular and co-curricular learning opportunities for students. The Center for Diversity, Equity, and Inclusion offers workshops and programming in support of diversity and inclusion initiatives, and provides resources and expertise for students and faculty interested in addressing diversity, equity, and inclusion in their academic work. The Center also offers services such as advising, mentoring, and advocacy to diversity-oriented student organizations and to individual students. The Center can be reached in person, by phone, and by email.

The Office of International and Study Abroad Programs supports the University's mission to "prepare students for success in a dynamic global society" by working with students and the faculty study-abroad coordinators from the academic colleges to facilitate student participation in these programs. **The Office of International and Study Abroad Programs** promotes student learning through support of these academic programs, which in turn greatly enhance student development and personal growth by providing students experiences as global citizens. The Office of International and Study Abroad Programs also helps students locate and apply for study-abroad scholarships and provides students with information and assistance obtaining travel documents.

Student Life Web Development oversees the websites connected to Student Services and provides project management and support for the full-implementation of OrgSync, an online management system for student organizations and community engagement opportunities. OrgSync allows all students to create a co-curricular transcript and e-portfolio of engagement within and outside the classroom. This office also supports student learning and the enhancement of student development through its management of mass-email communication to the entire student body, using GatorMail (the student email interface), to communicate events, policy and procedure changes, as well as emergency information.

Student Problem-Solving. The services provided by Student Problem-Solving personnel ensure that classroom and co-curricular programs maintain environments most conducive to student success. The **Student Conduct Officer/Title IX Coordinator** and the Dean of Students assist students who have lodged complaints or notified the Dean of Students of problems. Most students use the online Student Problem Solving Form, but they may also file a complaint with the Dean of Students by email, telephone, or in person. Any critical feedback and mediation needs are communicated through an online form that is assessed by Student Services personnel. Staff respond to all problem-solving forms within a 24-hour period. The Student Conduct Officer forwards some concerns to the **Behavioral Intervention Team (BIT)**, a multi-disciplinary group of faculty, staff, and administrators established to support faculty, staff, and students to assess patterns of concerning behavior in individuals and groups. The BIT was founded in response to faculty concerns regarding an increase in the number of disruptive students and staff concern about students' behavioral health issues. The BIT provides the Student Services personnel with advice on appropriate solutions to problems involving students. For more information on Student Problem-Solving, see also **Federal Requirement 4.5**, Student Complaints.

Examples of Assessment of Student Services and Use of Results

To ensure that the **Office of Disability Services** is meeting the needs of its students, it analyzed the length of time between the intake meeting and the filing of **Academic Adjustments Forms** in Spring of 2012. This analysis was also conducted in response to student complaints that identified challenges in the timeliness of approved accommodations after the intake meeting. This analysis revealed that there was no systematic method of tracking requests for accommodation and the timeframe in which accommodations were approved. Therefore, the Office of Disability Services created an implementation log to track the timeframe for accommodation, with the goal that 80 percent of all paperwork would be signed within five (5) business days by faculty and submitted to the Office of Disability Services by students. Analysis of the Fall 2015 implementation log revealed that, although 80 percent of all accommodation requests were returned within five (5) business days, separate tracking processes existed for students enrolled in online courses and those enrolled in face-to-face or hybrid courses. In contrast, the Office of Disability Services facilitates the routing process and secures faculty signatures for students enrolled in online courses. Further analysis of the implementation log for Spring 2015 indicates a higher return rate for **accommodation request forms** for online courses (96 percent), 91 percent of which are received within five days. This data analysis and tracking approach in response to student concerns about quality services transformed and enhanced the accommodation request process. Effective Fall 2015, all accommodation requests will be routed to faculty electronically by the Office of Disability Services to continue to streamline the faculty approval process and thereby ensuring that students receive the appropriate accommodations as soon as possible to ensure their success.

During the 2013-2014 academic year, students appeared to be satisfied with the services they received in **Student Counseling Services**. All students surveyed (100 percent) indicated they would use the services again and would recommend Student Counseling Services to another student. However, low respondent rates (n=45) serves as indication that increased outreach for the office was essential. Thus, the office set the goal for usage rates of Student Counseling Services to grow at least proportionally with the growth of the overall UHD student population, with demographics similar to that of the student body. In 2011-2012, a total of 163 students received services in the Student Counseling Center whereas 197 students received services in 2013-2014, representing a 20.8 percent increase in service usage. During this same time, student enrollment at the institution grew 6.5 percent. This usage increase is attributed to an increase in **Student Counseling Services outreach activities** that were designed to improve the promotion and awareness of Student Counseling Services. These outreach activities included participation in new student orientation programs, monthly emails to enrolled students, collaboration with Student Affairs units, and hosting group workshops on relevant topics such as stress management and test anxiety.

Academic Student Support Services provided by the Library

As discussed in Core Requirement 2.9, The **W. I. Dykes Library** supports the University's mission to provide students with "strong academic and career preparation" by providing the University's academic programs and students with learning resources and new technology and information services to meet their curricular, research, and information needs. Library collections include 235 online databases, 342,903 electronic books, 94,649 electronic journals, 203,156 books and periodicals, 4,286 video and audio discs, and 72,600 online video and audio files. The Library aims to maintain adequate physical collections, but in recognition of the realities of serving a non-residential student population, the main focus of current Library planning is to build and maintain online collections, services, and communications that offer convenient, equal access to online, distance, and on-site students. Students and faculty have 24/7 access to online collections, including databases with full-text articles, through the Library web site. The University also maintains a proxy server (for offsite credential verification) and a link resolver (an automatic rerouting system from book and journal citation information to the full-text where available) that enable students to connect to library content via third-party tools like Google Scholar.

Physical collections are indexed in the library catalog, which is available 24/7 on the Library web site. With the Library catalog's "request" feature, UHD students at UHD-Northwest, CyFair, and Kingwood can request delivery of materials from UHD to the on-site libraries at their locations. UHD students at any location can also request delivery of over two million items at UH and UH-Clear Lake. These materials are delivered to the UHD Library or to any of the distance sites mentioned above. Physical collections at the Library are accessible 85 hours per week during regular semesters and 45 hours per week during intersession periods. This schedule includes evening hours for night students.

Librarians provide students with reference assistance in person and via telephone, email, SMS texting, and a 24/7 online chat service. Librarians also provide one-on-one research consultations on specific topics. Library instruction is delivered through classroom sessions, online tutorials, and online research guides. In its One Main Building facility, the Library also offers a number of study rooms, computers, and printers for students' use.

Detailed discussions of library services that promote student learning and support undergraduate and graduate students, faculty and staff are available in **Core Requirement 2.9** and **Comprehensive Standard 3.8.1**.

Student Support Services Provided by Information Technology

The student support services provided by Information Technology promote student learning in both online and face-to-face courses and also undergird many of the services offered by other units. These information technology services are summarized in this section and are addressed in more detail in **Comprehensive Standard 3.4.12, Technology Use**.

General Computer Labs. Academic Computing Labs are located in Suite S800 in the One Main Building, Suite C300 in the Commerce Building, Suite B200 in the Shea Building, and Suite B12.353 at UH-Northwest. Several electronic classrooms are available within these labs, as well as within the Technology Teaching and Learning Center, in the Academic Building. There are more than 900 computers represented in these areas, as well as several laser printers, scanners, and laptops for student checkout (available in S800, C300 and B200). Each of these facilities (S800, C300, B200, and B12.353 at Northwest) is available to currently enrolled students and provides special devices to aid students with disabilities. The general Academic Computing Lab (S800) is open to all students, seven days a week. More information about the computing labs is available at from **Academic Computing Labs website**.

Student Technology Services. The Student Technology Services group, which manages and operates the labs, provides documentation as well as group and individual consulting to its constituents. Presentation systems equipped with computers and projectors are also available in the electronic classrooms. The students can download free software such as McAfee Virus Scan and Identity Finder for use at home, as well as specific applications from Microsoft through DreamSpark and Office 365. In addition, discounted software and hardware is offered to UH students via special links accessible on the **Information Technology website**. Student Technology Services also provides support services for Blackboard, UH's course-delivery system. Technical support and training for Blackboard is available through a variety of methods including telephone, email, online, and in person at the general computing labs. In addition, the Information Technology Helpdesk is the University community's centralized contact location for all technology needs and supports, including software, hardware, telephone, user accounts, and access privileges. **Students** may contact either Student Technology Services located in the Academic Computing Labs for support during the lab operating hours or contact the Helpdesk via telephone or online during the hours listed below. Additionally, various self-help documents are located online. The Helpdesk offers support seven days a week, including evenings and weekends.

Table 7: Helpdesk Normal Hours of Operation	
Monday	7:00AM – 10:00PM
Tuesday	7:00AM – 10:00PM
Wednesday	7:00AM – 10:00PM
Thursday	7:00AM – 10:00PM
Friday	7:00AM – 10:00PM
Saturday	8:00AM – 5:00PM
Sunday	12:00PM – 8:00PM

Departmental Computer Labs. Special purpose computer labs are also available to students. The Department of Computer Science and Engineering Technology maintains several computer labs. The Department of Mathematics and Statistics has eight computer classrooms for instruction in computer science, mathematics, and statistics. The Department of Natural Sciences has a Science Learning Center that contains two electronic classrooms, and a Science and Technology Demonstration Laboratory. The College of Business and the Departments of Arts and Humanities, English, and Social Sciences also have several computer labs. The Academic Support Center offers learning support software for individual work to develop reading, writing, and mathematical skills. Altogether, there are over sixty specialized departmental computing labs that service subject-specific needs and therefore, support and promote student learning and student success at UHD.

Library Computer Lab. The W. I. Dykes Library is equipped with an 84-station computer lab, including prints and three scanning stations, available for students and faculty use throughout the academic year

GatorMail. All currently enrolled students are provided a GatorMail email account that is used as the University's primary method of communicating with students electronically.

Online Student services (e-Services). UHD offers a variety of student services on the web via the Student e-Services portal, which allows students to go online rather than stand in line to perform administrative and academic functions that have traditionally required face-to-face interaction on campus. UHD's **Student e-Services** functions as a one-stop student portal. In addition to providing access to GatorMail and to Office 365 (Microsoft's web-based e-mail program) and a range of general information such as the course schedule and the University catalog, many student-specific self-service functions are available online through Student e-Services. Students may apply for admission and check admission status, check their financial aid status, register and pay for classes, lookup grades, get online advising and request a degree audit to determine their progress toward their major.

Example of Assessment of Information Technology and Use of Results

Information Technology's User Support Services group regularly reviews Helpdesk call resolution data and conducts client satisfaction surveys on a regular basis. Results are reviewed to measure the quality of support services from student, faculty, and staff perspectives; adjustments are made based on the feedback received. For example, data collected during FY14 showed that our after-hour support team was not able to resolve issues as quickly as those covering the regular business hours, and many callers had to wait until the next business day for problem resolution. Based on that finding, additional training was implemented for after-hours and weekend support staff on most commonly occurring issues, which resulted in improved first contact resolution rates. Based on a comparison of calls for February 2014 and February 2015, the first call resolution rate (call resolved without having to be referred for later response) was improved by 8 percent from 75 percent to 83 percent.

Student Support Services Provided by the Office of Advising and Mentoring[1]

The Office of Advising and Mentoring provides student support services that are integral to student learning and student success such as academic advising and tutoring so as to facilitate the development of "students talents and prepare them for success in a dynamic global society," a key element of the UHD Mission Statement.

Advising. UHD is committed to meeting the advising needs of all its students. Units that provide academic advising support are:

- The **Academic Advising Center**, centrally located in N-320, provides initial advising for new First Time in College (FTIC) students and transfer students. The distance sites of CyFair, Kingwood and the Northwest Campus also provide initial advising for transfer students.
- **College Advising Centers** housed within each college to advise and support declared majors. These centers are supplemented by **Off-campus and Online Advisors** located at the distance sites.
- The Advising and Mentoring Dean's Office in N-912 provides advising and mentoring support for undeclared students on suspension and electronic degree-advising system support.

One key focus of the UHD Strategic Plan has been reorganizing and updating Advising in order to implement an electronic advising and graduation audit system and to provide undergraduate students immediate access to information about their degree progress. As of Fall 2014, advising and graduation certification for undergraduates students were shifted to an electronic format using the **Curriculum, Advising, and Program Planning (CAPP) system**, an electronic degree audit system that is compatible with the Banner Student Records system. In conjunction with the CAPP degree audit, Advising also introduced a new orientation process for new FTIC and transfer students as part of the Transfer Admitted Student Days and as part of **Freshman Orientation**. Transfer Admitted Students Orientation enables new Transfer cohorts to see all articulated hours on their first advising session at UHD, to confirm their degree of choice indicated in admissions, or to allow immediate degree declaration. At the beginning of their UHD experience and in their first advising session, transfer students and FTICs are oriented on how to run their own CAPP degree audit. Beginning in Summer 2014, student Self-Service CAPP reports were available to all undergraduate students through the Student e-Services link "My Degree Audit," providing greater convenience and empowerment for all students, including those in online programs and at distance education sites.

Tutoring and other Academic Support Services. UHD's **Academic Support Center** provides tutoring in developmental and core math and English, as well as reading. In addition, it provides subject-area and general tutoring in mathematics and English beyond the core requirements to promote student learning, increase academic success, to decrease time required to complete core English and math, and to increase retention and graduation rates. The Academic Support Center is comprised of the Writing and Reading Center (WRC) and the Center for Math and Statistics Support (C4MS²) described below.

- **Writing Tutoring and Assistance.** The **Writing and Reading Center (WRC)**, located in the Academic Support Center in N925, provides UHD undergraduate and graduate students tutoring support in both writing and critical reading to facilitate the students' academic success. Writing tutoring is also available by appointment at Northwest campus and online via the **MyWRCOnline portal**. Any UHD student who needs assistance in writing and critical reading may make an appointment by logging into the WRC's website or by visiting the WRC. (The WRC staff accommodates drop-ins, but appointments are recommended, especially during busy times of the semester.) Additionally, the WRC staff develops instructional resources such as tip sheets, handouts, and offers workshops on writing issues. Qualified students are hired and provided specialized training to serve as peer writing tutors who work with students one-on-one (in person or via the online conferencing). Some peer tutors may also serve as writing associates, tutors assigned to a specific instructor's course in order to facilitate student success. From Fall 2013 to Spring 2015, the number of writing tutors and writing associates has been increased from 12 to 28 with the goal of increasing access to, and the quality of, these support services.
- **Math and Statistic Tutoring and Assistance.** The **Center for Math & Statistics Support (C4MS²)**, also located in the Academic Support Center in N-925, provides faculty and peer tutoring to support developmental, core, statistics, and STEM-required math coursework. Tutoring is available on a drop-in basis, and the Academic Support Center provides computers on which students can complete their computerized math homework individually or in groups, with tutorial support.

Example of Assessment of Advising Mentoring Services and Use of Results

In response to 2009 and 2013 **National Survey of Student Engagement (NSSE)** data, UHD established the Academic Advising and Transfer Center, which empowers student to make informed academic decisions, provides mentoring, guides students through academic processes, informs students of resources available to them, assists students with matriculation, and assists and encourages students to declare a major and apply to the appropriate UHD college.

Student Support Services Provided by University College

University College provides two important student support services that allow the University to fulfill its mission provide students with a "strong academic" preparation that promotes student learning: the Early Alert Intervention System and Supplemental Instruction.

The Early Alert Intervention System. University College, in conjunction with Academic Advising and Mentoring, developed an **Early Alert program** with the goal of improving retention rates by identifying at-risk students early in the semester and providing them with academic counseling or connecting them with appropriate support resources. The program is primarily intended for faculty teaching courses with large freshman enrollments, who may utilize an online application (SAGE) to easily provide feedback to both the student and advisors on issues such as:

- Attendance
- Not completing assignments consistently
- Not participating in Blackboard/MyLabs or other online homework system
- Academic progress or performance
- Learning support resources
- Encouragement/Commendation

Because these referrals are emailed to both students and advisors, faculty are given research-based recommendations on how to write effective and constructive messages for students. Faculty may communicate additional information to the advisors that is not sent to the student. Advisors then contact the referred students and guide them to talk with faculty members, seek tutoring, and access other available resources or services.

Supplemental Instruction. Supplemental Instruction (SI) is an academic support program that targets high enrollment, high attrition "gateway" courses. Supplemental Instruction offers regularly scheduled, outside-of-class study sessions to all students enrolled in certain targeted courses. However, students enrolled in non-SI sections of a targeted course are also welcome to attend these sessions. Supplemental Instruction study sessions are conducted by SI leaders, students who have already successfully completed the targeted course. In these sessions, students review notes, discuss readings, develop success strategies, and prepare for exams. Sessions are generally one hour, but may be longer, especially exam-prep sessions. SI leaders attend all class lectures, take notes, serve as model students for their classmates, and may also assist instructors with carrying out classroom engagement strategies and learning activities. Currently, weekly SI sessions are provided for about 13-15 different courses and 40 sections in long semesters. Courses frequently provided with an SI for at least one section include: Developmental Math, College Algebra, U.S. History I, Biology I/II, Chemistry I/II, Pre-calculus, Calculus I, Physics I/II, Math for Liberal Arts, and Business Calculus. The SI program is managed by a full-time coordinator and employs about 25 students as SI leaders each long term. The coordinator provides regular training for the SI leaders. Online SI sessions are scheduled for any targeted course that also offers at least one online section.

Example of Assessment of University College Services and Use of Results

During Fall 2014, 40 percent of students enrolled in Chemistry I sections offering Supplemental Instruction (SI) attended the sessions. Students who attended seven or more sessions had an average course GPA of 2.75, while students who attended one to three sessions had an average course GPA of 2.10. Students who never attended a Supplemental Instruction session had an average course GPA of 1.26.

Surveys to improve program quality and respond to constituent needs are conducted of SI leaders, SI faculty, students visiting the Learning Connection, and students enrolled in targeted courses. One result of these surveys has been a commitment to increase online and asynchronous peer tutoring opportunities. Therefore, online Supplemental Instruction sessions are scheduled for any targeted course that also offers at least one online section. Online sessions may be scheduled for other targeted courses demonstrating high demand for Supplemental Instruction, such as chemistry. In Spring 2015, University College launched campus-wide accessible online sessions for BIOL 1301, CHEM 1307, MATH 1301, and MATH 1310.

In order to provide a common intellectual experience for entering freshmen (approximately 1,000 each fall), University College began a Freshmen Convocation/Common Reader Program in 2010. The following table shows the percentage of entering freshmen participating in Convocation.

Year	Percentage Participating
2010	51%
2011	61%
2012	34%
2013	61%
2014	43%

Seeking to increase the number of freshmen participating in Convocation, University College formed the 2015 discussion groups based on the students enrolled in the same Freshman Seminar. This approach encourages students to make connections with their fellow classmates prior to the beginning of the first semester, thus reducing concerns about entering an unfamiliar environment when classes begin. The student survey distributed at the conclusion of the Convocation discussions of the common reader indicates a positive perception of the Convocation event. For example, 94 percent of respondents in 2014 either agreed or strongly agreed that "UHD feels more like a community that I'm glad to be part of." Likewise, 91 percent of respondents either agreed or strongly agreed that "I have a better understanding of what it's like to participate in an intellectual discussion at the college level." Noting that 69 percent of the attendees at the 2014 event are Hispanic and that UHD is an Hispanic Serving Institution, University College recognized the importance of selecting a book that addresses issues resonating in particular with this population for the 2015 common reader. *Into the Beautiful North* by Luis Alberto Urrea was selected. Moreover, all freshman orientations devoted an hour to introducing the book to students within the context of community engagement.

Student Support Services for Online and Off-Campus Students

The University of Houston-Downtown is committed to providing support services to all students, whether they are enrolled at the downtown campus, online, or off-site. Providing students with support services through various delivery systems ensures that the University's mission is fulfilled, that students are well-served and that, as a result, student learning and success is promoted. Many of these services also enhance the personal and academic development of UHD's students. Below is a review of student support services presented above:

- The Office of Distance Education developed webpages designed to meet the specific needs of online and off-campus students. These webpages contain links to other student support units to ensure student accessibility of services.
- The Office of Distance Education established Online Student Orientation to facilitate the enrollment and support of online and off-campus students.
- The Student e-Services Portal provides students with online access to registration, payment, student records, degree-plan audits, GatorMail, and software downloads.
- Library planning over the last decade has shifted its focus to developing an expanded collection of electronic books, journals, and databases to serve students wherever they are located, and the expanded e-Reserves system makes it possible for instructors to make course reserve materials available in electronic format.
- Personnel in Enrollment Management offices travel to off-campus locations to provide services to students.
- Student Counseling Services are available online via Zoom and a 24-hour telephone helpline.
- Testing Services provides proctoring options at the UHD-Northwest campus and via third-party services and online proctoring services.
- The Career Development Center provides services at the UHD-Northwest campus.
- The online Student Problem-Solving form provides all students an accessible means for resolving school-related concerns and complaints.
- Information Technology's Helpdesk is accessible online or by telephone, providing students with extended hours of technical support.
- The Blackboard course delivery system serves as the means of delivering online courses as well as a means for all students to communicate with instructors and have 24/7 access to course materials.
- Academic advisors service the UHD CyFair, Kingwood, and UHD-Northwest locations.
- The Writing and Reading Center provides in-person services to UHD-Northwest students, as well as online tutoring sessions via video-conferencing (using Zoom).
- Online Supplemental Instruction sessions are offered to students in online sections of targeted courses.

In addition to the services provided to online and off-site students by the offices discussed above, the [Office of Off-Campus Locations](#) provides a number of services specifically for online students and students at off-site locations. The Office of Off-Campus Locations, which includes online and off-site programs, has a dedicated staff to meet the needs of online and off-campus students.

Off-Campus Locations. UHD currently delivers off-campus instruction at three off-campus locations:

- [UHD at Cy-Fair.](#) Kim Constantine, Coordinator/Advisor
- [UHD-Northwest](#) at University Park. Maria Estrada and Dale Higginbotham, Coordinators/Advisors.
- [UHD at Kingwood.](#) [2] Mandy Danley, Coordinator/Advisor

Each of these sites is designed to support off-campus instruction by providing access to University library support, computer labs, student services related to delivery of instructional programs, appropriate videoconferencing classrooms to receive broadcasted courses, and classrooms for face-to-face instruction. UHD has dedicated staff at each site to assist with student admissions, advising, registration, and general student concerns. These staff members provide valuable feedback related to course needs, student needs, and issues specific to their locations.

UHD has videoconferencing capabilities that allow the broadcast and reception of two-way audio and video instruction and conferences to off-campus sites from on-campus classrooms. UHD's private network allows connection directly to one or multiple sites through the use of its own campus digital switch. UHD makes use of both ISDN (Integrated Services Digital Network) and an IP (Internet Protocol) network for the transmission of audio and video signals for distance learning courses. UHD regularly transmits classes to UHD-Northwest at University Park. Live "ITV" classes and videoconferences are monitored by on-site Information Technology support staff to insure appropriate audio and video signal quality.

Online Education. UHD is committed to providing students enrolled in online courses with excellent educational programs and the support services that allow them to succeed academically. Signed in May 2015, the [Online Education Policy](#), PS 03.A.37, codifies this commitment by stipulating the University's responsibility to "provide an effective and efficient online education support infrastructure" and "sufficient financial resources" to ensure the quality of these programs (§3.2.1-2). To ensure this policy will be carried out consistently, the Provost's Office is tasked in policy with providing "oversight of university-wide support structures for online education" (§3.2.3). The policy further stipulates that students in online courses will have access to library support services equivalent to those available to other students (§3.5.1), as well as "reasonable and adequate access" to the other student support services necessary for their academic success (3.6.1). The policy mandates regular assessment of these services and appropriate communication with online students and instructors about the availability of these services.

Online Education at UHD is overseen by the Assistant Director of Distance Education, John McConnell. To deliver online courses, UHD uses Blackboard Course Management System running on an Intel-based Linux platform. Blackboard incorporates the latest course-delivery technology and is compatible with the Zoom synchronous video-teleconferencing program, which allows real-time video interaction between students, their instructors, and their classmates. UHD's network infrastructure provides for high speed Internet connection and dial-up access to the campus' online services. Students and faculty have 24-hour access to the online courses through Blackboard. Technical support is available online and by telephone from the [Information Technology/Student Technology Services Helpdesk](#), as noted in the Information Technology section above. In addition to FAQ's addressing the most common problems experienced by online students, the [UHD Online website](#) has a form for requesting help. Information Technology system engineers and support technicians are available to maintain and monitor the overall system performance.



















































[1] A restructuring relocated the Office of Advising and Mentoring to University College beginning Fall 2015. The Writing and Reading Center and the Center for Math and Statistics Support are also included in this restructuring.





[2] In 2015, the UH-Atascocita site was closed and its programs were consolidated with those at UH-Kingwood.

Cross References

- [Comprehensive Standard 3.3.1.3](#)
- [Comprehensive Standard 3.9.1](#)
- [Comprehensive Standard 3.9.2](#)
- [Comprehensive Standard 3.9.3](#)
- [Comprehensive Standard 3.4.9](#)

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 NSSE 2013
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 Title IX communication-President
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 Tommy Thomason_UHD
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-  WCOOnline_UHD
-  WRC_UHD
-  admissions_UHD
-  eservices_student_UHD

2.11.1

Financial Resources

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

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) has a sound financial base and the financial stability to support the mission of the institution and the full range of its programs and services. In fact, UHD was not only able to hold its own through the worst of the "Great Recession" years (2009-2012), but was actually able to strengthen its balance sheet over that period due to continued enrollment growth and sound management practices.

UHD develops its annual budget through a transparent planning and budgeting process that is broadly representative, involving administration, faculty, staff, and students. Once the budget is approved and loaded into the financial system, it is carefully monitored throughout the year.

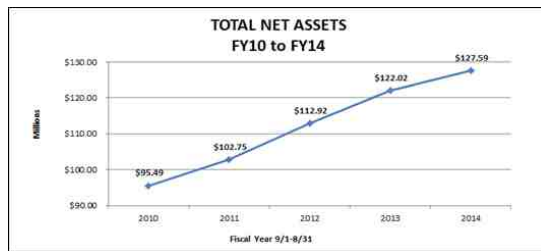
By exercising financial discipline and ensuring that budget allocations are aligned with the vision, mission, and strategic plan, UHD effectively balances anticipated revenues with proposed expenditures so as to support enrollment growth and mission expansion. The University concludes its 40th year of operation on a strong financial footing.

Financial Stability

A review of the University's net assets for the last five years (FY2010-FY2014) demonstrates that there is financial stability and a sound financial base. As shown in the table and graph below, the University's net assets have increased by 33.6 percent from \$95.5 million in FY2010 to \$127.6 million in FY2014.

UHD Financial Worksheets FY2010-FY2014

PUBLIC INSTITUTIONS - Financial Worksheet					
University of Houston - Downtown					
	FY2010	FY2011	FY2012	FY2013	FY2014
Invested in capital Assets, net of depreciation and related debt (d)	40,725,667.15	42,871,456.99	45,428,349.75	49,144,149.81	51,269,603.50
Restricted - non-expendable (e)	12,275,859.72	14,742,097.96	16,465,426.01	17,372,507.42	19,092,281.01
Restricted - expendable (f)	8,120,796.34	8,005,823.08	9,226,760.88	10,521,305.98	8,913,095.71
Unrestricted (g)	34,370,373.33	37,133,264.86	41,002,054.77	44,985,710.43	50,315,491.22
TOTAL NET ASSETS (d+e+f+g)	95,492,695.54	102,750,681.89	112,922,591.41	122,025,073.64	127,590,471.44
Current Assets	66,910,192.52	71,170,518.79	75,369,822.40	84,300,453.38	85,407,739.58
Current Liabilities	32,715,087.14	35,762,170.39	38,050,565.03	39,863,873.27	43,910,334.77
Property and Equipment, net of accumulated depreciation	97,162,261.62	95,941,597.14	94,171,386.02	93,831,095.03	96,075,248.83
Total Operating Revenues	55,522,341.72	65,977,431.90	73,087,649.78	78,214,943.74	78,312,805.79
Total Operating Expenses	118,833,143.32	132,539,042.04	131,714,653.47	134,797,167.19	141,630,860.35
Net Non-operating revenues (expenses)	59,525,252.66	64,987,092.77	54,822,799.87	53,036,692.55	56,830,233.44
Total Other Revenues	10,200,201.11	9,894,250.64	14,308,515.84	14,002,263.93	13,956,908.27
Long-term liabilities-current portion (h)	4,014,612.72	4,181,480.22	4,406,837.67	4,604,661.04	5,055,120.07
Long-term liabilities-noncurrent portion (i)	56,113,333.89	51,931,863.67	47,561,856.72	42,957,195.68	43,589,469.01
TOTAL LONG-TERM LIABILITIES (h+i)	60,127,946.61	56,113,343.89	51,968,694.39	47,561,856.72	48,644,589.08



The rise in the value of UHD's net assets from FY2010 through FY 2014 can be attributed to growing enrollment and prudent financial management. As indicated, UHD was able to strengthen its overall financial position during this period of declining state support.

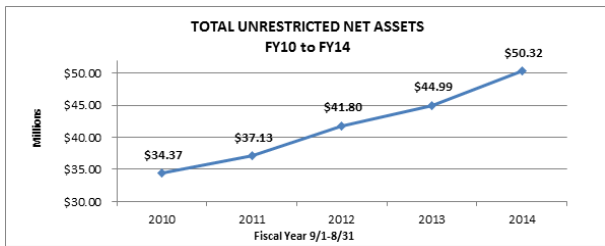
Ability to Meet Short Term Obligations

An indicator that the institution is operationally sustainable and able to meet short-term financial obligations is the Current Ratio, which is the ratio of current assets to current liabilities. During the past five years, this ratio has been in the 1.95 to 2.05 range for UHD. It is generally accepted that financially stable organizations will have a Current Ratio of between 1.5 and 3.0, while a ratio of 1.0 or lower could signal problems.

Another indicator of the operational sustainability of an institution is its unrestricted net assets (UNA) as a percentage of total operating expenses.

Over the past five years at UHD, this figure has ranged from 29 to 35 percent. UHD management believes that its UNA-as-a-%-of-Operating-Expenses demonstrates a sufficiently strong financial base for UHD, a public university that is insured against a catastrophic event and has the full faith and credit of the state of Texas behind it.

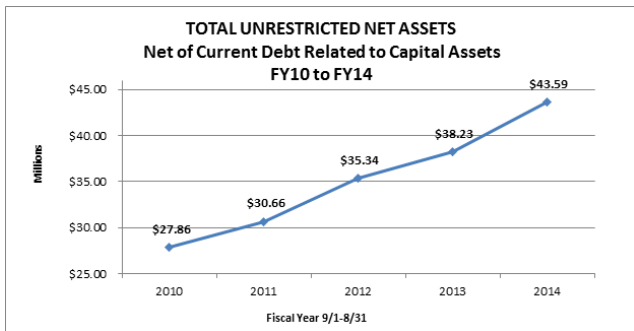
The growth of UHD's unrestricted net assets can be seen in the chart below. During the five year period represented, UHD's unrestricted net assets increased by 46 percent, outpacing the 36 percent increase in total net assets.



A better indicator of an institution's ability to meet its day-to-day obligations is the change in unrestricted net assets exclusive of plant and plant-related debt (UNAEP). Plant-related debt is a fixed cost—an obligation that once assumed must be met. After netting out plant-related debt from unrestricted net assets to determine UNAEP, an institution has a clearer picture of its ability to cover other operating costs that are more variable in nature.

Over the past five years, UHD's annual plant-related debt costs have held steady at approximately \$6.5 million per year. Of this amount, the overwhelming majority has been debt service on tuition revenue bonds (TRBs). The funds to pay debt service on these bonds is provided by the state as general revenue. Tuition revenue would be needed to pay this debt service only if the state failed to provide the general revenue. Nonetheless, in examining the institution's UNAEP, it is prudent to treat TRB debt the same as any other debt.

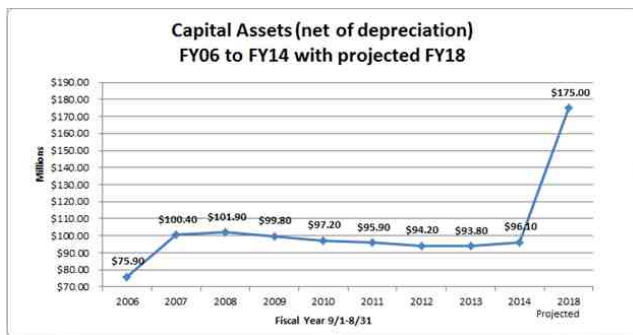
UHD is a low-debt institution, even when the state-covered TRBs are included. For this reason, UHD's UNAEP-as-a-%-of-Operating Expenses figures for FY2010 to FY2014 are not too different from its UNA-as-a-%-of-Operating Expenses figures for this period, ranging from 23 percent to 31 percent.



Unrestricted Net Assets, Net of Related Debt					
	FY2010	FY2011	FY2012	FY2013	FY2014
Unrestricted NA	34,370,373	37,131,264	41,802,054	44,986,710	50,315,491
Current Debt Related to Capital Assets	6,512,005	6,468,216	6,465,974	6,759,789	6,721,228
Net, Unrestricted NA	27,858,368	30,663,047	35,336,080	38,226,920	43,594,263

Capital Assets (Property and Equipment)

UHD's capital assets, net of depreciation, have increased by \$20.2 million over the past ten years, climbing from \$75.9 million in FY2006 to \$96.1 million in FY2014, as shown in the **Capital Assets, Net of Depreciation** graph below.



For its first twenty years, UHD operated out of a single multipurpose building, the One Main Building. Classroom buildings were added with the Academic Building in 1997, the Commerce Street Building in 2003, and the Shea Street Building in 2007.

UHD is currently building a new Welcome Center/Garage. The total project cost is \$20.5 million, with \$6.5 million of that being for the garage. UHD is hopeful that it will be able to acquire land adjacent to the downtown site, and the Texas Legislature has approved Capital Construction Bonds (formerly Tuition Revenue Bonds) to fund the construction of a new Science and Technology Building. With the acquisition of targeted properties and the completion of these two major construction projects, UHD will be adding as much as \$100 million in capital assets by 2018. Net of depreciation on existing assets, the increase from 2014 to 2018 will be approximately \$80 million.

Bond Indebtedness

The University's financial statements for FY2014 reflect liabilities of \$48.6 million in Tuition Revenue Bonds (TRBs). TRBs are tax-exempt government bonds issued by the University of Houston System ("System") with the approval of the State Legislature, for the purpose of funding major capital projects. The Texas Legislature appropriates general revenue funds to the UH System to cover annual TRB debt service costs, with the System pledging tuition revenue for debt service should the general revenue funds not be appropriated.

Currently, UHD has a very low amount of debt that must be covered from institutional funds, all which is related to parking operations. Parking fee revenue is used to service the debt incurred for construction of the Vine Street student garage (adjoining the Shea Street Building) and the new Faculty/Staff garage. Combined, this parking-related debt amounts to approximately \$700,000 per year. Attached is the [bond payment schedule](#).

Institutional Audits

In Texas, all public universities are covered under a single statewide audit conducted by the Texas State Auditor's Office. External audits of UHD operations conducted between 2010 and 2014 resulted in no material findings. In addition, the UHS Internal Auditing Department has a long-range System-wide audit plan that includes an annual fiscal year audit plan for each campus. The [audit plan is approved by the UH System Board of Regents](#).

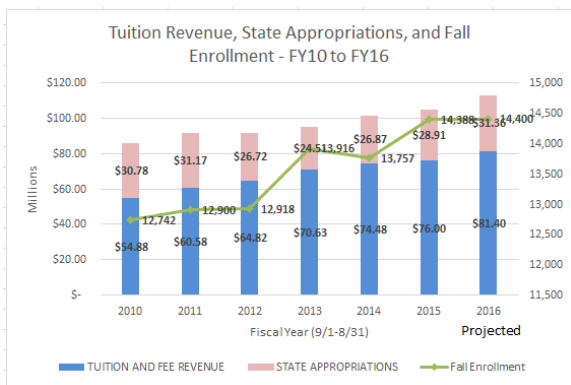
Because no annual audits of the financial reports of individual Texas public universities are conducted, and due to resource issues at the State Auditor's Office, UHD is working with an independent certified public accountant to prepare a Standard Review Report in accordance with AICPA Professional Standards AR 100.35. This report will be completed prior to the visit of the SACSCOC On-site Committee. It will cover the State's fiscal year, September 1, 2014 through August 31, 2015, and will be submitted to SACSCOC with the Focused Report in February 2016.

Major Funding Sources

The University's annual operating budget includes state appropriations and other sources of revenue, including tuition and fees. The largest percentage of unrestricted operating revenue is from tuition and fees, with state appropriations providing the next largest percentage of unrestricted revenue. [Other sources](#) of operating revenues include the income from auxiliary operations, investments, and the endowment.

As a percentage of the total operating budget, [state funding](#) has been trending lower for three decades, while the percentage that comes from student revenue continues to increase. A snapshot of the state support/student revenue mix for the past six years, and projected for the year ahead can be seen in the bar graph entitled *Tuition Revenue, State Appropriations, and Fall Enrollment, FY10 to FY16*, included at the end of this section.

UHD has always been firmly committed to affordability as part of its mission to serve the people of Houston. Currently, UHD is among the most affordable of the [state's 36 public universities](#). Competition from the for-profit sector continues to be a concern, and new modes of delivery offer students a level of convenience that has been well received. UHD has moved aggressively to expand online course and degree offerings, and this online growth has been a major source of enrollment (and revenue) growth in recent years.



In the above chart, State Appropriations include general revenue appropriated directly to UHD and funds appropriated indirectly (through the Employees Retirement System) to pay benefits for employees paid from state funds. Additionally, State Appropriations for 2010 and 2011 have each been reduced by the \$6.2 million appropriated to UHD for TRB debt service, as those funds were appropriated to the UH System starting in FY2012. Though now routed through the UH System, these TRB debt service funds continue to be used to retire UHD's TRB debt.

The recently concluded 2015 legislative session was generally favorable toward public higher education. Texas public universities received increased per-SCH funding, authorization to issue Capital Construction Bonds for new facilities, and a significant increase in Higher Education Assistance Funds (HEAF). HEAF money is allocated by the State in ten-year cycles, with these funds limited to new construction, major renovation/repair, library materials, capital equipment, and land acquisition. The legislature provided a 50 percent increase in the overall HEAF pool, effective in FY2017. For UHD, the annual HEAF allocation will thus increase from the current \$7.8 million to approximately \$11.4 million.

The Planning and Budget Process

Annual budget executive summaries for [FY 2015](#), [FY 2014](#) and [FY 2013](#) are available for review online and are included in the supporting documents for this narrative. The philosophy guiding budget development within the UH System can be found in [UHS Administrative Memorandum 03.C.01](#), which states that "the general budgeting process of the System is one of resource allocation based on program justification" (§1.3) and that "the budgeting process involves allocating available resources in order to accomplish the objectives included in the plan" (§2.2).

The call for preparation of budget requests originates each year from the Chancellor's Office and is directed to each component university President (for FY2016 budget development, see the [Chancellor's memorandum](#) dated April 20, 2015). The System leadership makes clear its expectations in terms of the focus of budget development across the System as well as the format for materials to be sent forward. The UH System provides guidelines, which include a plan/budget development calendar and budget imperatives. Also included are figures for anticipated endowment and investment income, debt service costs, and shared central service costs.

Each component university develops its own plan/budget development calendar that correlates with the UH System timetable provided in the UHS Plan/Budget Guidelines document. In response to the Chancellor's directive, the President considers UHS Strategic Principles, UHD's current strategic plan, the UHD Progress Card, and other relevant information to establish a list of planning priorities that guide University-wide planning and subsequent budget development.

The planning and budget development process at UHD is guided by the Planning and Budget Development Committee (PBDC), a broadly representative body that includes faculty, staff, administrators and students. The PBDC is chaired by an active tenured or tenure-track faculty member and begins meeting in Fall. As the units are working on their plans, unit managers are provided an opportunity to come forward with new fee or fee-change requests. Those requests are summarized and then reviewed by the President and his senior staff. Administration and Finance (A&F) provides revenue scenarios based on the various fee-change proposals. Once the final recommendations for fee changes are determined at the campus level, they are sent forward for review and approval by the System leadership and ultimately the UHS Board of Regents ([UHS Board – Tuition-Fee Proposal FY2015 & FY2016](#)), which by statute must approve all fee changes ([Board Minutes for June 17, 2013](#)). In FY2015 the UHS Board began reviewing proposed tuition/fee rate changes in two-year cycles.

Once tuition and fee changes have been approved by the Board, the Administration and Finance staff finalizes revenue projections for the coming year. In addition to any rate changes, these projections take into account projected changes in total enrollment or the enrollment mix. Planning will proceed around these estimates, with the understanding that Board approval of the operating budget will ultimately be required.

Demonstrating its commitment to accountability and transparency, the PBDC begins the process each year by engaging in a "look-back exercise," requiring each division head (vice president) to review all requests that were funded during the last completed fiscal year and provide a status report. For example, when the PBDC met during FY2015 to develop the FY2016 plan and budget, the VPs presented on their success in carrying out **initiatives funded for FY2014**.

UHD has adopted a unit-based planning/budgeting model, with plans developed at the unit level driving the development of the final UHD Annual Plan and Budget. As part of this process, each unit must engage in a rigorous review and assessment of their unit plan and new initiatives and frame requests for funding for new initiatives within the context of UHD's strategic plan and institutional mission. Each year, the University is able to fund a number of new initiatives with reallocated monies identified through this unit-by-unit assessment process.

As the unit plans for the coming year are consolidated into division plans and ultimately a single University plan, funding—as available—is attached to those initiatives that are deemed to be of the highest priority. The University takes a two-pronged approach, sorting proposed new initiatives into those eligible for HEAF (Higher Education Assistance Funds) funding and those which can only be funded from general operating funds. Once the PBDC completes its work and, based upon the strategic plan, identifies UHD's highest priorities for which funding is available, it forwards its recommendations to the President for review and approval. The President may recommend modifications to a few of PBDC's recommendations to ensure that the annual plan and budget conforms to the University priorities and strategic plan. The work of the committee concludes with a **PBDC Open Forum**, with a presentation on the finalized plan/budget and the President's report to the campus community. The process is transparent, and decisions are shared with the campus constituencies.























Once the President's approval is obtained, the actual budget is produced by the Budget Office staff. The Budget staff must balance the budget first within various fund groups and then overall and prepare the final materials, including the **Executive Budget Summary tables and the Bridge Tables**. The bridge tables provide the budget information in a highly summarized format that enables reviewers to connect more easily the University's budget to its plan. These materials are submitted to the UH System, and the UHD President and senior staff present the proposed budget during the Chancellor's Budget Hearing. Depending on whether it is a legislative year, the consolidated UHS plan and budget will be presented to the Board of Regents in either May or August for final approval. In-year modifications to the UHD budget are guided by **UHD PS 05.B.01, Budget Maintenance and Transfer policy**.

The Texas State Legislature appropriates funds on a biennial basis. In the summer of even-numbered years, state agencies prepare a **Legislative Appropriation Request (LAR)**. The largest and most consequential allocations of general revenue received by universities come through formulas that are driven largely by SCH generation. The LAR formalizes the request for formula funding and provides the University an opportunity to request TRBs (or Capital Construction Bonds starting 2015) for new construction and funding for non-formula exceptional items.

Cross References

- Core Requirement 2.2
- Comprehensive Standard 3.10.1
- Comprehensive Standard 3.10.4

Sources

-  [Annual_Financial_Report_for_FY2010](#)
-  [Annual_Financial_Report_for_FY2011](#)
-  [Annual_Financial_Report_for_FY2012](#)
-  [Annual_Financial_Report_for_FY2013](#)
-  [Annual_Financial_Report_for_FY2014](#)
-  [Chancellor's_memo](#)
-  [Cost_of_30_UG_Hours_Texas_Public_Universities_Fall_2014](#)
-  [FY14_Look_Back](#)
-  [FY2013_Executive_Budget_Summary](#)
-  [FY2014_Executive_Budget_Summary](#)
-  [FY2015_Executive_Budget_Summary](#)
-  [Legislative_Appr'n_Request_FY2016-2017](#)
-  [Presentation_to_Open_Forum](#)
-  [State_Support_as_%_of_Total_Revenue_1984-2014](#)
-  [UHD_Bond_Payment_Schedules](#)
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-  [UHD_PS05.B.01_Budget_Maintenance_&_Transfer](#)
-  [UHD_Sources_&_Uses_FY2015-16](#)
-  [UHS_Administrative_Memorandum_03.C.01_Planning_and_Budgeting_Process](#)
-  [UHS_Board_Approval_Tuition_&_Fee_Changes_FY2015-16](#)
-  [UHS_Board_Minutes-Approval_Tuition_&_Fee_Changes_June-17-2013](#)
-  [UHS_Long-Range_Internal_Audit_Plan_FY2015-2017](#)

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

With its current physical campus - land and facilities - the University of Houston-Downtown (UHD) is providing adequate physical resources to meet its mission and scope. The importance given to providing these resources can be seen in the [UHD Strategic Plan](#), which has as one of its six overarching goals to invest in staff, infrastructure, and processes that support the institution.

As the University has added students and programs over its first 40 years, physical resources have been expanded and adapted to ensure that those students and programs are well supported. The table below provides a chronology of the expansion of UHD's physical campus, which correlates with program and enrollment growth.

University of Houston-Downtown Buildings and Enrollment 1974-2015							
Name	Year	Floors	Rooms	GSF	NASF	E&G	Enrollment
ONE MAIN BUILDING	1974	12	1,383	632,207	321,737	274,614	3,537
ACADEMIC/STUDENT SERVICE BLDG.	1997	5	139	152,740	70,937	48,360	8,155
STUDENT LIFE CENTER	1997	3	23	29,500	23,278	0	
COMMERCE STREET BUILDING	2004	4	169	90,185	46,148	38,815	11,408
WILLOW STREET PUMP STATION	2004	1	4	5,360	3,505	0	
SHEA STREET BUILDING	2006	5	216	189,250	130,982	70,961	11,793
VINE STREET PARKING GARAGE	2006	6	6	167,400	167,400	0	
UHD NORTHWEST CAMPUS	2010	8	34	27,500	15,865	15,865	12,900
GIRARD STREET BUILDING /WELCOME CENTER	2015	4	68	143,885	93,525	22,113	14,439
Totals (9 Buildings)			2,042	1,438,027	873,377	470,728	14,439

The buildings added in 1997 provided high-quality classroom space and important student amenities, triggering a period of rapid growth. The buildings added in 2003 and 2007 supported growth, but also enabled UHD to move to a more traditional model of dedicated buildings for its colleges. The addition of a dedicated Business building was integral to UHD's current success with its MBA program. The coming Science & Technology Building will likewise be supporting a high-growth college that is poised to move to the next level academically.

UHD's compliance with this core requirement will be demonstrated through a review of current physical resources, the University's processes for addressing deferred maintenance and renovation needs, its expansion to off-site locations through community college partnerships, and the means by which space utilization is assessed. It will conclude with an overview of UHD's campus facilities master planning efforts.

The Physical Resources (Current)

UHD's **downtown campus** situated on the north end of Houston's Central Business District (CBD), consists of six major structures (including Vine St. Garage), a small conference center (Willow Street Pump Station), with another major project under construction (Welcome Center/Student Services Building/Garage). In total this amounts to 1.4 million gross square feet (gsf), all located on a campus that comprises just twenty-four acres. UHD's physical campus is urban in every sense, accommodating busy city streets, heavy rail lines, multiple waterways (White Oak Bayou and Buffalo Bayou converge at UHD), freeways, and Houston's still-evolving light rail system, which has a station located at the front door of UHD's One Main Building.

When UHD was established in 1974, it operated out of one building, the **One Main Building** (OMB), a massive structure (632,000 gross square feet) constructed in 1929 as the Merchants and Manufacturers (M&M) Building, the largest building in the city at that time. When the UH System acquired the assets of South Texas Junior College in 1974, there were still several tenants leasing a considerable amount of space in the OMB. As UHD grew and leases expired, the University added classrooms, laboratories, student activities and office space. Due to its rapid enrollment growth in those early years, UHD came to be one of the most space efficient public universities in Texas.

In 1995, the Legislature approved tuition revenue bonds to construct UHD's Academic & Student Services Building ("**Academic Building**"), a 147,000 gsf facility that adjoined the OMB at its SW corner. In addition to much-needed classroom space, the Academic Building provided space for dining services, special event/programming space, and a large 460-seat auditorium. Showing considerable foresight, the UHD leadership of that time dedicated the seventh floor of the Academic Building to a Technology, Teaching and Learning Center (TTLC). The TTLC included studios to support Interactive Television (ITV) instruction, which was a forerunner to today's distance and online education, but more importantly the TTLC served as an invaluable resource for faculty as they worked to stay current with the fast-changing instructional technology. The TTLC provided training on new classroom presentation systems and course management systems (WebCT followed by Blackboard), and in the development and support of on-line courses.

Also in the mid-1990s, the University received a gift from the Houston Endowment, which enabled it to construct a 29,000 gsf **Student Life Center** (SLC). The SLC was the first true student amenity building at UHD, containing two ball courts, a dance studio, work-out areas, and locker facilities. The SLC was immediately popular with students, providing fitness and recreation options that had previously been missing. UHD is hoping to eventually construct a larger recreational facility, as reflected in its **Campus Master Plan**.

In 2001, the Legislature again approved tuition revenue bonds for campus construction, and UHD received funding to construct its 90,000 gsf **Commerce Street Building** (CSB), which opened in Fall 2003. The CSB became the home of UHD's College of Public Service, which was a newly formed college that then included the departments of Urban Education and Criminal Justice (now the Department of Criminal Justice and Social Work). During this same period, the University became involved with renovation of the **Willow Street Pump Station** (WSPS) facility. Working with the City of Houston and helped by another gift from the Houston Endowment, UHD was able to transform the WSPS into a small conference center that is well-used by the University and other neighboring entities.

In Fall 2007, UHD opened its 135,000 gsf **Shea Street Building (SSB)**, which is adjoined by the 500-car Vine Street Garage for students. The SSB was also made possible through tuition revenue bonds approved by the Legislature during a special session in the spring of 2006. The SSB continued the model set by the CSB, as a dedicated facility housing a single college, in this case the College of Business.

UHD is currently engaged in a major construction project that will provide a new faculty/staff parking garage, atop which will be a 26,000 gsf occupied floor and alongside which will be a **Welcome Center**. The new garage addresses a critical deferred maintenance item, replacing a 50-year-old garage that was well past its useful life. The occupied floor of the new structure, which will align with the 3rd floor of the adjoining One Main and Academic Buildings, will house Admissions, Testing Services, Veterans Services, and Disabled Student Services and will enable UHD to further consolidate student business services and student support services, creating a one-stop experience. Build-out of this occupied space was supported by a significant gift from the Houston Endowment. UHD's O'Kane Art Gallery will also move into the new space, with the vacated gallery space used to establish a Student Mentoring Center, which will be located adjacent to the Student Advising Center. The Welcome Center, with its striking design and views of downtown, will provide a long-needed point-of-entry for visitors to UHD while also increasing the institution's visibility.

Deferred Maintenance Plan

Planned/deferred maintenance needs are reviewed annually by the AVP for Facilities Management and the Vice President for Administration and Finance (VPAF). The AVP for FM and his staff are engaged in continuous assessment of facilities condition, maintaining a log of needed projects that are prioritized by urgency – High, Medium, Low. A rolling list of prioritized projects is maintained, with projects removed from the list as they are completed or, in some cases, determined to no longer be necessary. **Completed/deleted items** are tracked as a part of this process.

Funding for major maintenance projects (ex., new roof, new chiller) are requested as line-items through the annual planning/budgeting process .

For lesser maintenance needs (re-tubing a boiler, patching an area of roof), the AVP will provide the VPAF with a list of recommended maintenance projects for the coming year. If in agreement the VPAF will request the needed funds through the plan/budget process through a single request entitled **Capital Renewal/Capital Improvement**.

The mechanism for Board of Regents review of a campus' facilities planning and maintenance activities is the Capital Improvement Plan. UHD most recently presented its **Capital Improvement Plan** to the UHS Board of Regents in August 2015.

One means by which UHD assesses its effectiveness in addressing facilities maintenance needs is its Facilities Condition Index Number (FCIN). The FCIN is a nationally recognized measure developed by the Association of Physical Plant Administrators (APPA). The FCIN measures the projected cost of addressing identified deferred maintenance needs as a percentage of the current replacement value of campus facilities. An FCIN of less than 5 percent is considered 'Good', which is the highest grade that is given. UHD's most recent Capital Improvement Plan shows the University to have a **FCIN** of 2.51 percent.

A comparison of the 2014 **Campus Improvement Plan (CIP)** to the 2015 CIP shows that progress was made in several areas. The refurbishment of the exterior South Deck stairway was completed, as was the modernization of Elevator #9. The electrical switch gear project was completed in the One Main Building, and work was done to upgrade HVAC/DDC controls in both the One Main and Academic buildings. In August 2015 bids were opened for OMB South Tower roof replacement. A contractor was selected and this \$883K project is getting underway.

Notably, with legislative approval of Capital Construction Bonds for a Science & Technology Building UHD was able to remove a \$2 million deferred maintenance item from its plan. These funds would have been needed to upgrade Natural Science and Engineering Technology labs in the One Main Building had these bonds not been approved.

Renovation

Renovation projects are a critical aspect of providing adequate physical resources to support the mission of the institution. Most major renovation projects have been in the One Main Building (OMB), UHD's largest and longest-serving facility. However, renovation has occurred in the newer buildings as well as required to meet program needs.

Proposed renovation projects are evaluated and prioritized by the Sr. VPAA/Provost, VPAF, and AVP for FM, who meet on a bi-weekly basis throughout the year. This work group determines project priority and develops a single funding request to the Planning and Budget Development Committee under the heading of **Renovation**.

Two examples of recent renovation projects that contributed to student success are provided below:

- **Library** - The additional of the CSB and SSB enabled the University to eliminate a half-floor (4-North) of classrooms in the OMB and expand the W. I. Dykes Library by 26,000 gsf, thus bringing it close to the Coordinating Board space standard for a library serving a student body of UHD's size. The University then embarked on a project to renovate all 60,000 gsf of existing 5th floor library space. Library stacks were reduced and the area housing computer workstations was expanded. The overall project resulted in a brighter, more open environment with improved adjacencies for library staff and new amenities for students, including more group study spaces and a Coffee House.
- **Advising** - Construction of a new Advising Center in the One Main Building. The larger, technology-enabled center supported a larger effort to significantly improve advising services at UHD

Parking

Over the years, UHD has had to be creative in providing parking for students, ensuring a sufficient number of spaces through a combination of owned and leased properties. Most of **UHD's student parking** is in surface lots, the largest of which is the Daly Street student lot. The Daly lot accommodates approximately 1,200 vehicles. Located to the north of the campus core, the Daly lot is the most 'remote' parcel of UHD property and is served by shuttle buses. In addition to the surface lots, UHD does have a 500-vehicle student parking garage - the Vine Street Garage adjacent to the Shea Street Building. With numerous METRO bus stops in the area of the campus and with a light rail station at the front door of the One Main Building, UHD is well-served by public transit. In addition, there are numerous public pay lots within a short walking distance of campus where students can pay \$3 to \$5 per day to park.

There is adequate parking for faculty and staff at UHD. With the 2015 opening of the new Girard Street Garage the University is able to provide more in-close parking to the many faculty and staff who work in the One Main/Academic and Student Life buildings. Faculty and staff who teach and work primarily in the Shea Street Building are well-served with parking. Parking is limited at the Commerce Street Building, with many of those employees overflowing into nearby gated faculty/staff surface lots at Washington St. and Wood St.

UHD has an active and broadly representative Parking and Transportation (P&T) Committee that meets throughout the year to assess parking/transportation operations.

Off-Campus Teaching Centers

UHD offers classes at three off-site locations: UHD Northwest at Lone Star College (LSC-University Park or LSC-UP, aka to UHD as 'UHD Northwest'); LSC-CyFair; and LSC-Kingwood-LSC. Lone Star College is a SACS-COC accredited institution with excellent facilities and UHD has all off-campus facilities in partnership with LSC. UHD offers all junior and senior classes necessary to complete the degrees supported at the campus. The UHD and LSC programs work together and care was taken to ensure course transferability from LSC to UHD in the programs.

The facilities at UHD Northwest are appropriate and sufficient. UHD has been in operation at the LSC-University Park site since 2010. UHD leases and controls approximately 28,000 gsf of high-quality support, instructional and administrative space. This gives UHD autonomy in scheduling classes and enables the institution to assign faculty and staff to the location (this is already in another standard). UHD has grown enrollments 70 percent from Fall 2010 to Fall 2014, with SCH's increasing from 3,252 to 5,529. The facility has allowed for this growth, with room to grow further. UHD faculty and staff, including advisors, have office space on the premises and the site is visited regularly by Financial Aid and Admissions officers from UHD's downtown campus.

A **faculty, staff, and student** satisfaction survey was conducted in 2014, with over 70 percent of those surveyed claiming to be 'satisfied' or 'very satisfied' with the facility. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. In the survey, 35 percent of the students expressed concerns about limited access to computer labs. In response, a 50-seat computer lab was constructed, which will triple the number of UHD-provided computer workstations available to students. This new computer lab will also serve as a testing facility for online students whose courses require them to take in-person final exams during the fall, spring and summer semesters. UHD students use able to use the LSC-UP library facilities, which provide them with additional computer workstations. There is abundant parking for faculty, staff and students at this site, with two large parking garages providing almost 4,500 spaces.

The facilities at LSC-CyFair and LSC Kingwood are appropriate and sufficient. At these sites UHD rents rooms from LSC at a rates that vary by room type. UHD has taught classes at CyFair since 2005 and at Kingwood since 2006. UHD has a full-time Coordinator/Advisor who splits time between the CyFair and Kingwood sites. These sites are visited regularly by Financial Aid and Admissions officers from UHD's downtown campus. There is a library and computer labs at these locations. While this model does not give the University the same degree of control over space that it has at UHD Northwest, it is very cost-effective and enables UHD to deliver targeted programs to these important areas within the greater Houston metropolitan area. There is ample parking for faculty, staff and students at these sites, with both providing large surface lots.

A faculty and student satisfaction survey was conducted in 2014 with over 80 percent of those surveyed claiming to be 'satisfied' or 'very satisfied' with the facility. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. UHD students can obtain an LSC library card which gives them access to the LSC computers and the wireless environment.

Space Inventory

A Facilities Inventory Report, updated annually and certified, is submitted to the State's governing body, the Texas Higher Education Coordinating Board (THECB). The 2014 report is shown in the chart below.

Building Inventory as of August 2014
Source: Texas Higher Education Coordinating Board

University of Houston Downtown 2014									
Number	Name	Year	Floor	Rooms	GSF	NASF	E&G	Zip Code	
0012	UHD NORTHWEST CAMPUS	1990	8	34	27,500	15,865	15,865	77070	
0650	ONE MAIN BUILDING	1930	12	1,379	632,207	326,758	279,136	77002	
0660	COMMERCE STREET BUILDING	2004	4	169	90,185	46,148	38,815	77002	
0661	SHEA STREET BUILDING	2006	5	216	189,250	130,982	70,961	77002	
0662	VINE STREET PARKING GARAGE	2006	6	6	167,400	167,400	0	77002	
0670	ACADEMIC/STUDENT SERVICE BLDG.	1997	5	135	152,740	71,403	48,826	77002	
0680	STUDENT LIFE CENTER	1997	3	23	29,500	23,278	0	77002	
0690	WILLOW STREET PUMP STATION	1902	1	4	5,360	3,505	0	77002	
0700	WAREHOUSE	1984	1	1	7,500	0	0	77002	
TOTALS (9 Buildings)					1,967	1,301,642	785,339	453,603	

Campus Facilities Master Plan (Future)

Due to its location on the edge of the central business district (CBD) of the nation's fourth largest city, development and execution of a **Campus Facilities Master Plan** has proven to be a great challenge. The north side of downtown Houston, where UHD is located, has been slower to develop than the other sectors, particularly the fast-developing west ('Midtown') and east 'EaDo' sides. However, over the last five years, that situation has begun to change.

A major driver of north side development has been the expansion of Houston's light rail system. The first line established, the Red Line, went into operation in 2003. In December 2013 the Red Line was extended by 5.5 miles with the opening of the North Line Extension. Along with the overall economic recovery, the introduction of the North Line Extension began to spur more development on Houston's north end through 2014 and into 2015.

The development of the north end creates both opportunities and challenges. UHD will benefit as Houston's downtown begins to expand in its direction. The challenge is that others will see opportunity in the area, driving up property prices and making additional property more difficult to acquire.

The Campus Facilities Master Plan that UHD has been working with for the past four years is very dependent on UHD at some point acquiring a 17-acre parcel of land located immediately to the north of campus. If owned by UHD, this property would provide excellent sites for the coming Science and Technology Building, a new and larger Recreation Center, and additional student parking garages. The property would also provide green space for ball fields and general recreation. When a new Recreation Center is in place, the existing Student Life Center could be demolished and that site used for a new Student Union facility.

The University is actively seeking to acquire the 17-acre parcel. An offer was recently tendered to the current ownership and negotiations are ongoing.

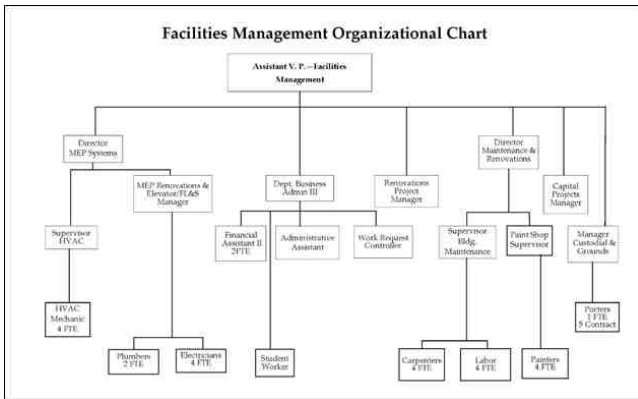
Plans for major capital expenditures on land and buildings must be submitted to the Texas Higher Education Coordinating Board (THECB) annually via the **Capital Expenditure Report** (MP1). The MP1 covers a 5-year window, with the most recent being for the period FY2016-2020.

Facilities Management Leadership and Organization

UHD's **Assistant Vice President for Facilities Management** (AVP FM) reports to the Vice President for Administration and Finance. The current AVP FM has the appropriate academic credentials for the position, as well as a wealth of experience from more than thirty years in the field, over twenty-five of which have been spent with UHD. The AVP FM is responsible for routine ongoing maintenance of buildings and grounds, as well as longer-term facilities issues involving planned maintenance and capital renewal. The AVP FM is also the University's lead representative for major new construction projects. In this capacity, the AVP FM serves as the liaison with the UH System Facilities, Planning and Construction unit (UHS FP&C).

There are five distinct units within UHD's Facilities Management department whose heads report directly to the AVP FM. These unit heads have many combined years of administrative, technical, and trades experience.

- Mechanical, Electrical, Plumbing (MEP). Kris Zimmerman, Director
- Maintenance & Renovations. Abraham Flores, Director
- Renovations Project.Hai Dinh, Manager
- Capital Projects. Brian Cokes, Manager
- Custodial & Grounds. Patricia Gutierrez, Manager
- Administration.Janet Dyer, Department Business Administrator III



Cross References

- Comprehensive Standard 3.11.1
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- Student_Life_Center
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- UHD FCIN 2015
- UHD FY2016 Budget Request Summary - HEAF (excerpt 1)
- UHD FY2016 Budget Request Summary - HEAF (excerpt 2)
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- UHD MP1 - Certified 06.29.15
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- UHD_Campus_Master_Plan_Summary_Slide
- UHD_CyFair_Faculty_SP_15_Survey
- UHD_KW_Faculty_SP_15_Survey
- UHD_MasterPlan_PhaseIII
- UHD_Strategic_Plan_2012-2020
- Welcome Center - Garage
- Willow Street Pump Station

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston_Downtown is committed to student success and that has been the primary focus of the Quality Enhancement Plan. Below is a brief summary of the first Quality Enhancement Plan (QEP), followed by a proposal for QEP2016.

QEP 2006

The title of UHD's 2006 QEP was *Student Engagement Through Active Learning Strategies*. The general goal of this QEP was to engage students more deeply in the learning process through active learning strategies, helping them gain the knowledge, skills, and behaviors needed to make the most of their college experience. The QEP was intended to accomplish the following major objectives:

- New students will more quickly gain an understanding of the importance of being an informed and active member of the University community. With a better understanding of University policies and procedures, students will move more efficiently into the degree-granting college of their major.

- Students will become more engaged in the learning process through active learning strategies implemented in class, through participating in activities outside the classroom, and by interacting with peer tutors in selected courses.

- Students will demonstrate improved mastery of the learning objectives for courses that data identify as significant barriers to student success. These courses are Eng 1302-Freshman Composition II, Hist 1305-U.S. History I, and Math 1301-College Algebra.

QEP 2016

The proposed QEP for 2016- '*Success through Community Engagement*' will foster a culture of inquiry wherein students explore societal questions and problems, connecting their academic work with real-world situations in the community. Scheduled to be implemented for entering freshman in fall 2016 and those in succeeding years, the QEP scaffolds a comprehensive set of curricular experiences as the students complete the first two years of a baccalaureate degree. The QEP student learning outcomes 1) map easily onto the Texas Core Objectives and 2) the AAC&U VALUE Rubrics

Sources

 2012_QEP_Impact_Report

 Current QEP_webpage

3.1.1

Mission

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Approved by the Board of Regents in 2010, the University of Houston-Downtown's mission statement is a current and comprehensive expression of the University's institutional purpose and identity. It is periodically reviewed and updated in response to changing community and regulatory conditions. The mission statement serves as both a guide and a comparative measure in the institution's operations and its long-term planning. The University's mission statement is communicated to all the institution's constituencies.

Mission Statement

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

The Mission Statement is Current and Comprehensive

Revised in 2010, the current mission statement accurately reflects the full scope of the University's operations. The statement identifies the University's programmatic latitude, its focus on academic and career preparation, its dedication to diversity and inclusivity, its strong commitment to serving the students and the Houston Metropolitan area as a whole, and its tripartite commitment to teaching excellence, service, and scholarly research.

The University is Comprehensive University. The University of Houston-Downtown is a comprehensive university offering 44 bachelor's degree programs and 7 master's programs (Source: [UHD Quick Facts](#)). In Fall 2014, the University enrolled 14,439 students and boasted 39,155 alumni. The University also offers continuing education and certificate programs in such areas as business, software applications, and teacher certification.

The University Is Diverse and Inclusive. As demonstrated by the institutional enrollment data for Fall 2014, the University enrolls a diverse student body in terms of ethnicity, gender, and age. More than 50 percent of the students enrolled in that semester were age 25 or older, with 14 percent age 36 or older ([UHD Quick Facts](#)). In Fall 2014, 10 percent identified as Asian or Pacific Islander, 25 percent as black, 43 percent as Hispanic, and 18 percent as white ([UHD Quick Facts](#)). The University is a federally designated Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI).

The University Serves the Houston Metropolitan Area. UHD's commitment to Houston and the surrounding area is reflected in the geographical origins of our students. In Fall 2014, for example, 49 percent of those enrolled were from inside Beltway 8, which defines the urban core and the near suburbs, while only 1 percent were from outside the Houston Metroplex ([UHD Quick Facts](#)). To respond to the needs of area students and employers, the University offers such innovative undergraduate programs as the BS in Biotechnology and the BA in Spanish focusing on language skills for professional environments, and graduate programs designed to meet area needs in Technical Communication, Non-profit Management, Security Management for Executives, Teaching, Business Administration, and Rhetoric and Composition. To help professionals update skills and meet job-market demands, the University also offers a number of certificate programs in Finance, Human Resources, Leadership, Investment, and Supply Chain Management, as well as training and certification in software applications through the Applied Business and Technology Center. The Department of Urban Education helps fulfill local school districts' demand for qualified teachers by offering a teacher certification program for graduates with degrees in fields other than education.

The University Prepares its Students for a Global Society. To prepare students to negotiate the increasingly global nature of contemporary society, the University offers a growing slate of international educational endeavors. The University's Office of International and Study-Abroad Programs facilitates such opportunities. Faculty-led study-abroad programs offer students rich international experiences in conjunction with academic coursework, with such recent destinations as Taiwan, Ghana, France, England, Chile, Brazil, Costa Rica, and Vietnam. Students and faculty also participate in research and study exchanges, such as the College of Science and Technology's international undergraduate summer research exchange with institutions in Poland and Sweden, or the College of Business's exchange with EDHEC Business School in France.

The University Makes Teaching, Service, and Research Integral to its Operations. Teaching excellence, service, and research remain bedrocks of the University's mission and identity, and they also form the basis for evaluating tenured and tenure-track faculty annually and during the tenure and promotion process. As indicated in the Faculty Performance Evaluation Policy, [PS 10.A.05](#), §3.1.1.1, teaching excellence holds the preeminent position in the evaluation of faculty performance at the University. The University provides many resources to foster effective pedagogy and student success. [The Center for Teaching and Learning Excellence](#) provides instructors with additional training and support to develop pedagogical strategies that lead to student success. There are also competitive faculty development grants to support course development and additional pedagogical research or training. Moreover, the [Technology Teaching and Learning Center](#) (TTLIC) offers faculty training in educational software, classroom technologies, and online instructional support.

Also crucial to the University's mission is the development of new knowledge and creative artifacts that benefit the institution and the entire community. [The Office of Research and Sponsored Programs](#) works closely with faculty to obtain funding sources for research and creative activities, and the University itself awards competitive Organized Research and Creative Activities grants and competitive University Funded Faculty Leaves to help faculty members complete research and creative projects. In recognition of the critical role research and creative activity plays in the institution's mission, [PS 10.A.04, Faculty Workload Policy](#), was revised effective September 2010 to redefine the standard teaching load as a 3-4 load equivalent (7 courses per academic year); this reduction from the previous 4-4 teaching load was not a reduction in work load, but merely an institutional acknowledgement that scholarly activity and service are significant portions of faculty workload. The University Planning and Budget Development Committee increased the budget for the Organized Research and Creative Activities grants 27 percent for the 2015-2016 academic year. Furthermore, the institutional mission recognizes that research is not solely the province of the faculty, but that it is an integral part of students' educational experiences. A number of University programs encourage and facilitate student research, such as the annual Gender Studies Conference sponsored by the College of Humanities and Social Sciences and the Student Research Conference sponsored by the College of Science and Technology, which showcases research by 200 UHD students annually. The recently endowed [Nicole LaRose Scholarship](#) funds student research and attendance at scholarly conferences.

The University's commitment to community service and engagement is reflected in the emphasis on service learning and community engagement as curricular and extracurricular components of the institution. Its success with this aspect of the mission has resulted in the [University earning a prestigious 2015 Carnegie Foundation Community Engagement Classification](#).

The Mission Statement Accurately Guides the Institution's Operations

As noted in the University's response to [Core Requirement 2.4](#), state law and Board of Regents policies require that all proposals before the Board of Regents must be compatible with the institution's mission ([Texas Education Code §51.352](#) and [BOR Bylaws 1.2. a.5 and 1.2. d.1](#)). Because the Board of Regents and Texas Higher Education Coordinating Board approvals are both contingent upon the compatibility of the institution's goals with its mission, the University's programmatic and fiscal planning is always driven by the terms of its core institutional mission as articulated in the mission statement.

The statutory requirements are reflected in the University's own internal academic and fiscal planning processes. With representatives from all divisions of the University, the Planning and Budget Development Committee is responsible for developing the annual budget and near-term plans keyed to achieving the University's strategic goals. The procedures of the Planning and Budget Development Committee require that "Initiative requests should help make UHD a stronger institution, more efficient and more capable of achieving its strategic priorities. Any new requests for funding should state how the initiative will align with UHD's mission, vision, and goals and will lead to improvements on the UHD Progress Card" ("**Basic Elements of the Planning and Budget Development Process**"). This committee's diligence ensures that the annual budget and planning initiatives remain faithful to the mission.

The progress in achieving the University's goals and mission is reported each year to the University, the community, and to the UH System. The President distributes the **University Progress Card** to the Executive Council and makes presentations to Staff Council, the Student Government Association, the Fall Convocation, the President's Advisory Council, the Texas Higher Coordinating Board, and the state Legislature. Reviews of this progress and its relation to the mission guide subsequent revisions of the University's objectives and the planning initiatives.

One initiative that grew out of the planning process's review of the mission is the creation of the **Center for Teaching and Learning Excellence**, whose focus is faculty development with emphasis on high-impact pedagogical practices and improvements in online learning. The Center was launched in 2014 after being funded in the 2013-2014 planning cycle.

The Mission Statement Is Periodically Reviewed and Updated

Board of Regents and Coordinating Board Review: The **Texas Administrative Code, Title 19, Part 1, §5.24**, specifies that "The Board of Regents shall approve or re-approve institutional mission statements. The Board of Regents shall provide the Coordinating Board with a copy of its current institutional mission statements after any change has been approved by the Board of Regents." Prior to 2013, when Rule §5.24 was amended by the State Legislature, the Board of Regents and the Texas Higher Education Coordinating Board reviewed the University's mission statement along with the University's table of programs every four years. The amended rule essentially cedes authority for review to the Board of Regents, with the Coordinating Board simply affirming Board-approved changes to the mission. The Board of Regents has the statutory responsibility to verify that the University's mission statement is appropriate and to approve any changes that the University seeks in the articulation of its mission. Though the amended Rule §5.24 no longer specifies a schedule for review, the Board of Regents assesses the appropriateness of University's mission, as well as its success in fulfilling that mission, every year when the University submits its annual plan and budget for approval. The Board and the Chancellor also review the appropriateness of each component university's mission as part of the system-wide strategic planning process (as demonstrated in **2009-2010**).

University-Level Review: Internally, the mission statement is reviewed regularly by shared-governance groups within the University as an integral part of their operations. For example, the Budget Planning and Development Committee, as noted above, must review the mission statement as it prepares institutional budgets and strategic plans. All degree proposals, unit-level budget requests, and policy changes must also be consistent with the mission, so that groups involved in these activities must review the terms of the current mission statement to ensure that their proposals conform to the mission before seeking approval. In addition, if a change in the University's mission is deemed necessary to address changing community conditions or new statutory requirements, various internal constituencies give feedback on the proposed revisions through the shared governance process. In accordance with the University's **Academic Shared Governance Policy**, any proposed amendment to the mission statement must ultimately be approved by the **Academic Affairs Council**, a standing shared-governance body that is the final internal stop before proposed revisions are presented to the Board of Regents (**PS 01.A.03, §2.7.3**). This process of internal review was evident when the University revised the mission statement during academic year 2009-2010 as part of the UH System's system-wide strategic planning initiative. President Flores began the process by appointing a steering group composed of faculty, staff, and administrators to lead the revision process, a group he introduced at the **2009 Leadership Retreat** in September 2009. The proposed revisions were reviewed by a number of shared governance groups, including the **Faculty Senate at their meeting of November 17, 2009**, and the Academic Affairs Council ultimately approved the revised mission statement at their meeting in **November 18, 2009**.

The Mission Statement Is Approved by Governing Board

As noted above, the University's mission statement was revised in AY 2009-2010 at the Chancellor's request in advance of the UH System's preparation of a system-wide strategic plan. The University's current mission statement was approved by the **Board of Regents on February 16, 2010** and by the **Coordinating Board on April 29, 2010**.

The Mission Statement Is Communicated to Constituencies

The mission statement is communicated to University's various constituencies via its publication on the **University's website**, in all Planning and Budgeting Documents submitted to the Board of Regents, in the **Graduate and Undergraduate catalogs**, in the **Staff Handbook**, and in the **Faculty Handbook**. Additionally, the mission statement appears prominently in the **UHD Fact Book**, a reference guide that serves as a consolidated resource for institutional data.

Cross References

Core Requirement 2.4

Comprehensive Standard 3.7.2

Comprehensive Standard 4.2

Sources

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-  AAC_Minutes_11-18-2009_re_Mission_Statement_(1)_UHD
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-  BA_Spanish_UHD
-  Basic_Elements_of_Planning_FY2016
-  CTLC_UHD
-  Fact_Book_2014
-  Mission_and_Vision_UHD
-  ORSP_UHD
-  PS01A03_Academic_Shared_Governance_Policy
-  PS10A03_Academic_Appointments
-  PS10A04_Faculty_Teaching_Workload_Policy
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-  President_Memo_to_PBDC_FY2016
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-  UHD_Faculty_Senate_Minutes_11-17-09
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3.2.1

CEO Evaluation/Selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston System Board of Regents, the governing board that oversees the University of Houston-Downtown (UHD), is responsible for the selection and the periodic evaluation of UHD's chief executive officer.

The Board of Regents' responsibility to appoint and evaluate the University's president is established in the [Texas Education Code, §51.352](#). The Board of Regents echoes the language of the Education Code in its own Bylaws, establishing the Board's responsibility to "appoint the president or the chief executive officer of each institution under the board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals" ([BOR Bylaws Section 1, paragraph 2.d.3](#)).

Selection of the President

In 2009, the Board of Regents appointed a committee to conduct a national search for a successor to then-President Max Castillo. The committee was chaired by UH Clear-Lake President William Staples and was comprised of UHD faculty, staff, students, and administrators, as well as UH System representatives and community constituents ("[Search Committee Meets to Review Nominees](#)"). The search was conducted in accordance with [System Administrative Memorandum 02.A.35](#), the system-wide policy governing search committees for executive positions. [At its meeting of June 5, 2009](#), the Board of Regents, in consultation with the search committee and System Chancellor Renu Khator, announced the appointment of Dr. William V. Flores to succeed Max Castillo as [President of University of Houston-Downtown](#) effective July 2009.

Evaluation of the President

UHS Board of Regents policy reflects the Texas Education Code's requirement that the Board evaluate the chief executive officer of each component university. UHS [Board of Regents Policy 02.2.B](#) clarifies that the Board delegates part of the evaluation process to the Chancellor, who assists the Board in evaluating the component university presidents: "The Board appoints the Executive Officers upon recommendation of the Chancellor. The Board is responsible for the employment, evaluation, and dismissal of the Executive Officers; however the Chancellor has the authority to make recommendations to the Board on the employment, evaluation and dismissal of the Executive Officers." The Chancellor evaluates the president of each UHS component university and conveys the results to the Board and to the component university president. President Flores' most recent evaluation was conducted in April 2015, based upon the Annual Review he submitted in September 2014 presenting his accomplishments for 2014 and his goals for 2015 ([Flores, 2014 Annual Review](#)). Chancellor Khator subsequently met with President Flores on April 21, 2015 as part of the evaluation process, and [confirmed his evaluation in a letter dated May 7, 2015](#). The Chancellor evaluates the President annually based on the progress of the University in key institutional goals and priorities established jointly by the Chancellor and President.

Cross References

[Core Requirement 2.2](#)

Sources

 Flores_Annual_Review_2014
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 President's_Job_Description
 SAM_2.A.35_Search_Committees_for_Executive_Positions
 Search_Committee_Meets_to_Review_Nominees_NH_Spring_2009
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3.2.2.1

Governing Board Control: Institution's Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The legal authority and operating control of the University of Houston-Downtown (UHD) are clearly defined with respect to the institution's mission.

The University was established by the Texas Legislature in Texas Education Code in Subchapter F (§111.90) and is authorized by statute to offer undergraduate and graduate programs (§111.92). The Texas Education Code vests the organization and control of UHD in the University of Houston System Board of Regents, making UHD a component university within University of Houston System (UHS), but recognized as "a separate and distinct institution of higher education" from the other UHS component universities (§111.91). The Texas Education Code further identifies UHD as "a general academic teaching institution" and "subject to the authority of the Coordinating Board" (§111.93). While §111.91 grants the Board of Regents the "rights, power, and duties" related to UHD's operating control, §111.93 establishes the Texas Higher Education Coordinating Board's legal authority over the University.

Texas Education Code §51.359 requires that "each institution of higher education shall develop a statement regarding the role and mission of the institution reflecting the three missions of higher education: teaching, research, and public service." In the Texas Education Code §61.051 (a-5), the Texas Higher Education Coordinating Board is given the authority to review the institution's "role and mission" when the Coordinating Board develops the legislatively mandated long-range master plan for Texas education in order "to ensure that the roles and missions of the institutions collectively contribute to the state's goals identified in the master plan." Texas Administrative Code 19, §5.24 (b) clarifies that "the review shall include the participation of the institution's board of regents" and that "the Board of Regents shall approve or re-approve institutional mission statements. The Board of Regents shall provide the Coordinating Board with a copy of its current institutional mission statement after any change has been approved by the Board of Regents" (TAC 19, §5.24, b1-b2). In Section 51.352 of the Texas Education Code, the Board of Regents is also tasked with insisting "on clarity of focus and mission" (Texas Education Code §51.352, a.5) and establishing "goals consistent with the role and mission of the institution" (§51.352, d.1). In its own bylaws, the University of Houston System Board of Regents incorporates the language of Texas Education Code §51.352 in affirming its own authority over the component universities of the University of Houston System, including UHD. Thus, although the Texas Higher Education Coordinating Board ensures that an institution's mission is consistent with state goals, the Board of Regents has the authority and responsibility to define the mission and to approve the mission statement as part of its operational authority over UHD.








Cross References

Core Requirement 2.2

Core Requirement 2.4

Comprehensive Standard 3.1.1

Sources

-  TAC_Title_19-5.24
-  TX_ED_Code_61-0515
-  TX_ED_Code_Chapter_111-UHD
-  TX_ED_Code_Chapter_51
-  TX_ED_Code_Title_3A_51-352
-  TX_ED_Code_Title_3A_51-359
-  UHS_Board_of_Regents_Bylaws

3.2.2.2

Governing Board Control: Fiscal Stability of the Institution

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The legal authority and operating control over University of Houston-Downtown's fiscal stability are clearly defined in the University's governance structure specified by Texas state law and the University of Houston System Board of Regents bylaws and policies.

The University of Houston-Downtown (UHD) was established under [Texas Education Code §111.90](#) as part of the University of Houston System. The Texas Education Code further specifies that "the organization and control of the institution are vested in the board of regents of the University of Houston System" ([§111.91](#)). The duties of governing boards with respect to their institution's financial stability are described in [Texas Education Code §51.352.e](#): "Each member of a governing board has the legal responsibilities of a fiduciary in the management of funds under the control of institutions subject to the board's control and management" ([§51.352.e](#)). The [Board of Regents Bylaws §1.2.e](#) confirms the Regents' fiduciary responsibility to UHD and the other UH System component universities by reiterating the very language of [Texas Education Code §51.352.e](#).

The Board of Regents carries out its financial oversight by examining UHD's proposed annual budget, which must receive the Board's approval before being submitted to the State. In order to facilitate its oversight of the System's and the component universities' financial stability, the Board tasks two of its standing committees with aspects of this work: the Finance and Administration Committee, which oversees budget and financial recommendations, and the Audit and Compliance Committee, which oversees all audit matters and compliance activities that confirm the institution's financial wellbeing ([BOR Bylaws §5.4](#) and [§5.5](#))

As evidence of the Board's fulfillment of its fiduciary responsibility with respect to UHD's fiscal stability, the supporting documents include UHD's approved [FY2014](#) and [FY2015](#) budgets and the Board of Regents minutes of [August 14, 2013](#), and [May 7, 2014](#), which show the Board's consideration and approval of the institution's budget for those years.

Cross References

[Core Requirement 2.2](#)

[Core Requirement 2.11.1](#)

[Comprehensive Standard 3.10.1](#)

Sources

- [FY14_UHD_Budget_Book_Final_1](#)
- [TX_ED_Code_Chapter_111-UHD](#)
- [TX_ED_Code_Title_3A_51-352](#)
- [UHD_FY15_Budget_Book](#)
- [UHS_Board_of_Regents_Bylaws](#)
- [UHS_Board_of_Regents_Bylaws-1.2-Responsibilities_of_Governing_Boards](#)
- [UHS_Board_of_Regents_Bylaws-5.2-5.7-Standing-Committees](#)
- [UHS_Board_of_Regents_Meeting_Minutes_05-07-2014_FY2015_Budget_Approval](#)
- [UHS_Board_of_Regents_Meeting_Minutes_08-13-2013_FY2014_Budget_Approval](#)

3.2.2.3

Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) was established in Texas Education Code §111.90-91 as a component university of the University of Houston System (UHS) to be governed by the UHS Board of Regents, whose legal authority and purview (including the operating control of the institution) are defined by Texas Education Code §51.352. The UHS Board of Regents is in turn governed by federal and state laws and by its own bylaws and policies, which conform to those laws. According to UHS Bylaws, "The governing board of an institution of higher education shall provide the policy direction for each institution of higher education under its management and control" (§01.02. b). All of UHD's institutional policies (codified in its Policy Statements) must therefore comply with the Board of Regents' policies and the UH System Administrative Memoranda, which are created at the direction of the Board "to specify rules and regulations to implement Board policies, and/or to establish uniform rules, regulations, and procedures on matters of overall System concern not addressed in Board policy" (Board of Regents Bylaw §01.01.04). UHD's own PS 01.A.01, which outlines the UHD Policy and Procedure System, acknowledges the primacy of Board policy, System Administrative Memoranda, and federal and state law by specifying that in the event of a conflict with a Board policy, System Administrative Memorandum, or federal or state law, the UHD must be revised to bring it into compliance "with the higher authority" (§3.6.2).

Auxiliary Services

The University must sometimes use auxiliary services to fulfill the needs of students, faculty, and staff. The Board of Regents, through its policies, delegates limited authority to the System's component universities in the contracting of such services, but it retains ultimate authority in these matters. Some auxiliary services are provided through a system-wide contract covering all UHS components while others are contracted directly by UHD. All of UHD's contracts adhere to the UHS policy defining legal authority and operating control over auxiliary services, System Administrative Memorandum 03.A.05 on Contract Administration Policy, which reflects the UHS Board of Regents Policy 55.01 on Contracts. The corresponding UHD Policy is PS 05.A.06 on Contract Administration Policy.

UHD currently has contracts for the following auxiliary services. The name and title of the UHD official responsible for overseeing the contract are shown in parenthesis:

System-wide Contracts

- Beverage Vending: UHS contract with Coca Cola Bottling (Mary Torres, Director of University Business Services)
- Bookstore: UHS contract with Barnes & Noble (Mary Torres, Director of University Business Services)
- Food Services: UHS contract with Aramark (Mary Torres, Director of University Business Services)
- Snack Vending: UHS contract with Canteen (Mary Torres, Director of University Business Services)

UHD-specific Contracts

- Bus Services: UHD contract with Groome Transportation (Vanessa Turner, Manager of Parking and Transportation)
- Custodial Services: UHD contract with SSC Solutions (Patricia Gutierrez, Manager of Custodial and Ground Services)
- Landscaping Services: UHD contract with BIO Landscape (Patricia Gutierrez, Manager of Custodial and Ground Services)

Cross References

Core Requirement 2.2

Comprehensive Standard 3.4.5

Sources

PS01A01_UHD_Policy_and_Procedure_System
PS05A06_Contract_Administration
SAM03A05_Contract_Administration_Policy
TX_ED_Code_Chapter_111-UHD
TX_ED_Code_Title_3A_51-352
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UHS_Board_of_Regents_Policy_21.01_Academic_Affairs-Planning
UHS_Board_of_Regents_Policy_55.01.55.02

3.2.3

Board Conflict of Interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston System (UHS) Board of Regents, which is governing board of the University of Houston-Downtown (UHD), has policies addressing conflict of interest for its members.

As state officials, all regents must adhere to the ethics standards outlined in §572.051 of the Texas Government Code. The Board's own Code of Ethics requires that "All members of the Board and all employees of the System and its component institutions shall adhere to the highest ethical standards of conduct, reflected in state law and Board policies" (Board Policy §57.01.01). The Texas Constitution further requires Board members to take the prescribed oath of office promising to uphold the law and ethical standards of the office (Article 16 §1), while the Board's Code of Ethics requires members to sign and submit annual "conflict of interest certification statements affirming their compliance with their official oath and specific provisions of Texas statutes related to ethical behavior" (Board of Regents Policy 57.01.4). The Conflict of Interest Certification Form signed by Regent Agrawal is included as a representative sample in the supporting documents for this standard.

The Board's Code of Ethics is comprised of all the statutory standards enumerated in the Texas Government Code §572.051, along with additional specific policies on academic freedom, sexual harassment, governmental appearances, consulting and paid professional services, dual office holding, nepotism, and conflicts of interest. Together, these policies address a wide variety of potential forms of conflict of interest. For example, Board Policy 57.07 on nepotism contains prohibitions on the hiring of regents' relatives by the System: "Relatives of members of the Board shall not be employed by the System unless the employment took place at least one year prior to the appointment of the Board member." The specific Board Policy governing Conflicts of Interest is 57.08, presented below in its entirety.

57.08 Conflicts of Interest

All members of the Board and employees of the System and its component universities shall adhere to and be furnished a copy of the Statutory Standards of Conduct for State Employees, Section 572.051, Texas Government Code, and shall avoid conflicts of interest, generally described as the use of one's University employment or position to obtain unauthorized privileges, benefits, or things of value for oneself or others, including the following:

57.08.1 No Board member or employee shall solicit, engage, or agree to accept any privilege, benefit or thing of value for the exercise of his/her discretion, influence, or powers as an employee or regent, except as is allowed by law.)

57.08.2 No Board member or employee shall accept any privilege, benefit, or thing of value that might influence him or her in the discharge of his/her duties as an employee or regent.

57.08.3 No Board member or employee shall use his/her position to secure special privileges or exemptions for himself or herself or others, except as is allowed by law.

57.08.4 No Board member or employee may be an officer, agent, employee, or member of, or own an interest in a professional activity that foreseeably might require or induce him or her to disclose confidential information acquired by reason of his/her System position.

57.08.5 No Board member or employee shall accept employment or engage in any business or professional activity that foreseeably might require or induce him or her to disclose confidential information acquired by reason of his/her System position.

57.08.6 No Board member or employee shall disclose confidential information gained by reason of his/her System position, nor shall he/she otherwise use such information for his/her personal gain or benefit.

57.08.7 No Board member or employee shall transact any business for the System with any entity of which he/she is an officer, agent, employee, or member, or in which he/she owns a significant interest.

57.08.8 No Board member or employee shall make personal investments in any enterprise that foreseeably might create a substantial conflict between his/her private interests and the System's interests.

57.08.9 No Board member or employee shall accept other employment that might impair his/her independence of judgment in the performance of his/her System duties.

57.08.10 No Board member or employee shall receive any compensation for his/her services to the System from any source other than the State of Texas except as is allowed by law.

57.08.11 No Board member or employee who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall solicit, accept, or agree to accept any benefit from a person or entity the employee knows or should know is or is likely to become financially interested in such transactions.

57.08.12 The University shall not accept a gift, grant, donation, or other consideration to be used as a salary supplement without the prior written approval of the recipient's immediate superior, the office of general counsel and the president, and written authorization of the internal auditor, who shall report the necessary information to the State Auditor.







Failure of any employee to comply with the foregoing shall constitute grounds for discharge or other disciplinary action.

Along with its Code of Ethics and other Board policies, the Board Policies 57.07 on Nepotism and 57.08 on Conflicts of Interest ensure that regents act ethically in fulfilling their duties and that the University maintains its independence and academic integrity.

Cross References

Core Requirement 2.2
Comprehensive Standard 3.2.4

Sources

-  THE_TEXAS_CONSTITUTION_ARTICL_16
-  TX_GOVT_Code_Title5B_Section-572-051
-  UHS_Board_of_Regents_Bylaws
-  UHS_Board_of_Regents_Code_of_Ethics
-  UHS_Board_of_Regents_Members_Form-Core_Requirement_2.2
-  UHS_Board_of_Regents_Policies_ALL

3.2.4

Governance and Administration: External Influence

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston System (UHS) Board of Regents, the governing board of the University of Houston-Downtown (UHD), is free from undue influence from political, religious, or other external bodies and it protects the University from such influence.









UHS regents are appointed by the Governor of Texas and must be approved by the state senate. As state officials, all regents must follow the ethics regulations codified in [Texas Government Code §572](#) as well as the provisions of the Board's own [Code of Ethics](#) (adopted as [§57.01 of UHS Board of Regents Policies](#)), which comply with the ethics requirements of [§572.051 of the Texas Government Code](#). The Texas Constitution further requires that Board members take the prescribed oath of office promising to uphold the law and ethical standards of the office ([Article 16 §1](#)), while the Board's Code of Ethics requires members to sign and submit annual "conflict of interest certification statements affirming their compliance with their official oath and specific provisions of Texas statutes related to ethical behavior" ([Board of Regents Policy 57.01.4](#)). The [Conflict of Interest Certification Form signed by Regent Agrawal](#) is included as a representative sample in the supporting documents for this standard.

Regents are also bound by the [Texas Education Code, Section 51.352](#) of that code stipulates the Board of Regents' duty to protect the institution from undue external influence, and, in the language of the code, "to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees." Along with its [Code of Ethics](#), the Board has specific [bylaws](#) and policies, including such policies as [Board Policy 57.08 on Conflicts of Interest](#) and [Policy 21.03 on Academic Freedom](#), to ensure that regents act ethically in fulfilling their duties and that the University maintains its independence and academic integrity.

Cross References

[Core Requirement 2.2](#)
[Comprehensive Standard 3.2.3](#)

Sources

-  [THE_TEXAS_CONSTITUTION_ARTICL_16](#)
-  [TX_ED_Code_51.353-51.354-Responsibility_of_System_Admin-Institution](#)
-  [TX_GOVT_Code_Title5B_Section-572-051](#)
-  [UHS_Board_of_Regents_Bylaws](#)
-  [UHS_Board_of_Regents_Code_of_Ethics](#)
-  [UHS_Board_of_Regents_Conflict_of_Interest_Certification-Regent_Agrawal](#)
-  [UHS_Board_of_Regents_Members_Form-Core_Requirement_2.2](#)
-  [UHS_Board_of_Regents_Policies_ALL](#)

3.2.5

Board Dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University's governing board, the University of Houston System Board of Regents, has a policy whereby members can be dismissed only for appropriate reasons and by fair process.





The Board of Regents Bylaw 1.4, Removal of a Board Member, states,

As provided by Texas Constitution Art. 15 § 9, the governor may remove a member of the board with the advice and consent of two-thirds of the members of the senate present. An impeachment proceeding involving a member of the board shall be governed by Article 15 of the Texas Constitution and Chapter 665 of the Texas Government Code.

Although the policy does not specify the grounds for which or the process by which the impeachment will be conducted, it refers to, and derives its authority from, Texas Constitution Article 15, which specifies that the Senate "shall be on oath, or affirmation impartially to try the party impeached" (15 §3). As UH System General Counsel Dona Hamilton explains in a memo dated January 19, 2006, "the language 'try the party impeached' legally means that the board member is being challenged for cause and is being given notice and an opportunity to be heard, that is, due process." Chapter 665 of the Texas Government Code, cited in the same Board Bylaw, specifies the impeachment trial procedures. The Board policy thus satisfies Standard 3.2.5 on Board Dismissal, and UHD, as a component university of the UH System, is in compliance with the standard.

No UH System Regent has ever been impeached or removed from the Board; therefore, the University has no example of the implementation of Board Bylaw 1.4, Removal of a Board Member.

Sources

-  THE_TEXAS_CONSTITUTION_ARTICLE_15
-  TX_GOVERNMENT_CODE_CHAPTER_6_B_665_A
-  UHS_Board_of_Regents_Bylaws
-  UHS_Hamilton_Memo

3.2.6

Board/Administration Distinction

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

There is a clear and appropriate distinction, both in writing and in practice, between the policy-making functions of the University of Houston System (UHS) Board of Regents and the responsibility of the administration and faculty of the University of Houston-Downtown to administer and implement those policies. These distinctions are defined by state law and the Board's own policies.

Responsibilities of the Board of Regents

Texas Education Code §51.352 on the Responsibility of the Board defines the roles and responsibilities of the governing board. The Board of Regents adopts verbatim the language of this statute in Section 1.2 of its own Bylaws when describing its functions, including the responsibility to "provide the policy direction for each institution of higher education under its management and control" (BOR Bylaws 1.2.b) and to:

- 1) establish, for each institution under its control and management, goals consistent with the role and mission of the institution;
- 2) appoint the chancellor or other chief executive officer of the system, if the board governs a university system;
- 3) appoint the president or the chief executive officer of each institution under the board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals;
- 4) set campus admission standards consistent with the role and mission of the institution and considering the admission standards of similar institutions nationwide having a similar role and mission, as determined by the coordinating board; and
- 5) ensure that its formal position on matters of importance to the institution under its governance is made clear to the Coordinating Board when such matters are under consideration by the Coordinating Board. (BOR Bylaws 1.2.d)

The Texas Education Code further outlines the responsibilities of the System Administration (§51.353) and the Institution (§51.354) respectively. These statutes show a clear distinction between the Board's policy-making role, the UH System's administrative role, and UH's implementation role. In accordance with these statutory requirements, UH System Board of Regents Policy affirms the Board's authority to appoint the Chancellor and the component university presidents and specifies the purviews of each executive along with the reporting structure (BOR Policies 02.01 and 02.02).

A review of the minutes of UHS Board of Regents meetings demonstrates that the Board limits itself to activities authorized by statute, such as approving contracts and construction projects, appointing chief executive officers for the component universities, and setting policy. For example, the minutes of June 5, 2009 show the Board of Regents approving the appointment of William Flores to be President of UH, while the minutes from February 26, 2014 show the Board approving a contract for the construction of UH's Girard Street Parking Garage and Welcome Center.

UH System Governance Structure

The University of Houston-Downtown is one of the four component universities of the University of Houston-System, which is governed by the UH System Board of Regents. The UH System is overseen by the Chancellor, who also serves as the President of the University of Houston itself. Pursuant to Board policy, UH's President reports to the Chancellor, who reports to the Board of Regents. The UH System organizational chart, included in the supporting documents, illustrates the System's executive reporting structure, suggesting the distinction between the Board's functions and those of UH's President. Figure 1 shows simplified version of that chart.

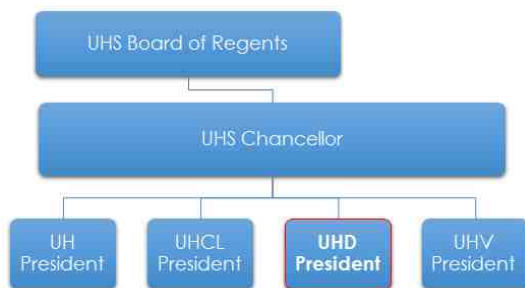


Figure 1: University of Houston System Organization

Section I of the UHS Board of Regents Policies describes the governance structure of the University of Houston System and the various policies that are developed at each level of that structure. Board Policy 01.01.4 makes the UHS Chancellor responsible for the development and adoption of the UH System-wide policies called the System Administrative Memoranda (SAMs), which specify the rules and regulations needed to implement Board policies and to establish uniform rules, regulations, and procedures on matters of overall system concern not addressed in Board policy. Each component university of the System then develops its own policies and procedures under the framework provided by the Board's policies and the SAMs. The Board of Regents' Bylaws and Policies are published on the Board's website. All System Administrative Memoranda are also published online.

Responsibilities of UH's President

Board Policy 02.02 states that the "chief executive officers of the component universities bear the title of president" and defines the President's general responsibility as "the management and operation of the component university" (Board Policy 02.02.A). Board Policy 21.01 specifies that the President's responsibilities include "preparing and implementing" mission-appropriate plans for the University (Board Policy 21.01.01.D). The President is thus responsible for overseeing UH's academic programs, fiscal planning and management, advancement, marketing, and constituent, community, and governmental relations. He is also responsible for ensuring the institution is in compliance with all federal and state laws and with all System and University policies. The President is responsible for keeping informed on University, System, state, and federal policies and procedures, and thus he regularly meets with System General Counsel, the vice presidents, deans, and other officers; attends System, statewide, and national higher education association meetings; and participates in workshops and training programs, and regional accreditation meetings.

UHD Policy Statements

In order to implement Board Policies and System Administrative Memoranda for all major areas of University operations, UHD developed the policies called the UHD Policy Statements (or PS documents). The PS documents are published on the University's website and maintained by the Division of Employment Services and Operations. A review of these Policy Statements demonstrates the roles assigned to faculty, staff, and administration in the implementation of policy. Section 6 of each policy statement designates the specific administrative official with major review responsibility for that policy. After policies are developed or revised through the shared governance process, the President must review and approve them.

PS 01.A.01 (UH-Downtown Policy and Procedure System) outlines the process by which policies are developed and reviewed at UHD, with Section 3.3 assigning the responsibility for different types of policies:

- 3.3.1 All academic policies will be developed, reviewed, and approved according to the provisions of PS 01.A.03, Academic Shared Governance Policy.
- 3.3.2 Other University policies will be developed through the office(s) of the senior administrator(s) responsible for the area(s) covered by the policy.
- 3.3.3 The approval of the President, as indicated by signature on the approval line, must be given in order for any draft policy to become an official policy of the University.

As [PS 01.A.01, §3.6.2](#), makes clear, UHD's policy statements must be in accord with Board Policies and System Administrative Memoranda, as well as state and federal law.

UHD's Shared Governance System

The University's policies are developed through a system of shared governance. [PS 01.A.03 Academic Shared Governance Policy](#) articulates the basic principle of shared governance, which clearly indicates the role of faculty in carrying out the academic aspects of UHD's operations and mission: "Academic personnel should have primary responsibility for developing those policies which directly affect the academic environment. In developing these policies, processes should be followed which encourage a free and open exchange of ideas, promote collegiality, and ensure understanding and consideration of all institutional perspectives" (§2.1). Faculty, staff, administration, and students are all part of the shared governance process, with representatives of these constituencies serving on the Academic Affairs Council, the Planning and Budget Development Committee, and other major shared governance bodies. In addition, each constituency has its own representative body that in turn participates in the shared-governance process: Faculty Senate, Staff Council, Student Government Association, and the President's Executive Council (which includes the vice presidents, associate vice presidents, and the presidents and vice presidents of Faculty Senate, Student Government Association, and Staff Council). The [UHD Faculty Handbook](#) includes a lengthy discussion of shared governance and the role of faculty in the process (10-12). The UHD Committees webpage shows the UHD shared governance committees, along with other committees.

Examples of UHD Shared Governance in Action

A brief look at the work of various shared governance committees at UHD further illustrates that UHD's faculty, staff, and administration develop and implement the University-level policies and procedures needed to enact the Board of Regents' policies and thus to achieve UHD's mission.

Academic Affairs Council. Established in [PS01.A.03, §2.7](#), the Academic Affairs Council is an integral part of UHD's shared governance process and has representatives from all major University constituencies. The attached minutes from the [Academic Affairs Council meeting of November 20, 2014](#) illustrate UHD faculty and administrators cooperatively revising University policy, including [PS 03.A.35](#) (Majors, Minors, and Double Majors) and [PS10.A.05](#) (Faculty Performance Evaluations).

Planning and Budget Development Committee. In developing UHD's annual budget and plan, this committee is responsible for ensuring the resulting budget conforms to and advances UHD's mission and strategic planning priorities. The attached minutes from the meeting of [March 6, 2014](#) show the committee finalizing the budget for FY2015, taking steps to ensure the merit scholarships were aligned with their proper budget source and re-prioritizing three positions (Assistant Professor of Management, User Support Specialist III, and Full-time Lecturer in Communications) to ensure they were funded for the coming fiscal year. As these minutes demonstrate, budget priorities are determined cooperatively at the University level.

University Curriculum Committee. [PS03.A.12](#) (Changes to Curricula, Courses, and Program Inventory) specifies the procedures by which new courses and degree programs are developed. Section 3 of that policy specifies the various approvals for each new course or degree program, including approvals by the department faculty, department chair, college dean, the University Curriculum Committee, and the Provost. This policy shows that control of UHD's curricular matters rests with UHD's faculty and academic administrators. The attached minutes from the [University Curriculum Committee Meeting of April 5, 2013](#) demonstrate that committee's consideration of new programs (including the Master's degree in Rhetoric and Composition) and a number of proposed courses for new Core Curriculum, including ENG 2309 Survey of Film.

Cross References

[Core Requirement 2.2](#)

Sources

- [AAC_Minutes_11-20-2014_UHD](#)
- [Committee Guidelines _ UHD](#)
- [PS01A01_UHD_Policy_and_Procedure_System](#)
- [PS01A03 Academic Shared Governance Policy](#)
- [PS03A12 Changes to Curricula, Courses and Program Inventory](#)
- [PS03A35 Majors, Minors, Double Majors and Second Degrees](#)
- [PS10A05_Faculty_Performance_Evaluation_old](#)
- [Planning_and_Budget_Dev_Committee_minutes_3-6-14](#)
- [TX_ED_Code_51.353-51.354-Responsibility_of_System_Admin-Institution](#)
- [TX_ED_Code_Chapter_111-UHD](#)
- [TX_ED_Code_Title_3A_51-352](#)
- [TX_ED_Code_Title_3A_51-354](#)
- [UHD_Faculty_Handbook_2015 \(Page 10\)](#)
- [UHD_Policies_Table_of_Contents_UHD](#)
- [UHS_Board_of_Regents_Bylaws](#)
- [UHS_Board_of_Regents_Meeting_Minutes_02-26-2014](#)
- [UHS_Board_of_Regents_Policies \(Page 2\)](#)
- [UHS_Board_of_Regents_Policies \(Page 4\)](#)
- [UHS_Board_of_Regents_Policies \(Page 8\)](#)
- [UHS_Board_of_Regents_Policies_ALL](#)
- [UHS_Board_of_Regents_Retreat_06-05-2009](#)
- [UHS_Organizational_Chart](#)
- [UH_SAM_Policies_and_Procedures](#)
- [University_Curriculum_Committee_minutes_April-5-2013](#)

3.2.7

Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) clearly defines and publishes its organizational structure that delineates the responsibility for the administration of policies. This structure is demonstrated by the UHD Executive Organizational Chart showing the President and individuals who report directly to the President. The Division of Employment Services and Operation (ESO) publishes UHD's organizational charts on its website, including the UHD Executive Organizational Chart, an expanded UHD Organizational Chart showing UHD's relationship to the University of Houston System, and the units that report to each vice president. In addition, the *UHD Staff Handbook (12)* and the *UHD Faculty Handbook (3-4)* delineate the administrative structure of the University and provide links to the organizational charts. The organizational charts are revised when administrative staff changes occur and reviewed annually for accuracy.

Overview of UHD's Executive Organization

The University of Houston-Downtown is one the four component universities of the University of Houston System (UHS), which is governed by the UHS Board of Regents and overseen by the Chancellor. The UHS Board of Regents appoints the UHD President. UHS Board of Regents Policy 02.02 defines the President's general responsibility as "the management and operation of the component University" (UHS BOR 02.02.A). UHS Board of Regents Policy 21.01 specifies that the President's responsibilities include "preparing and implementing" mission-appropriate planning for the University (UHS BOR 21.01.D). In his capacity as Chief Executive, the President is thus responsible for overseeing UHD's academic programs, fiscal planning and management, advancement, marketing, and all constituent, community, and governmental relations. He is also responsible for ensuring the institution is in compliance with all federal and state laws, and with all UHS and UHD policies.

The President receives assistance in administering and enforcing policies from four vice presidents, each of whom represents one of the University's four major decision-making divisions (see Figure 1 below):

- Provost/Senior Vice President for Academic and Student Affairs (ASA)
- Vice President for Administration and Finance
- Vice President for Employment Services and Operations (ESO)
- Vice President for Advancement and External Relations.

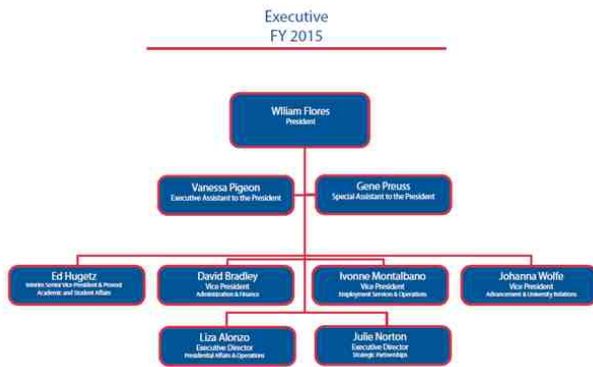


Figure 1: UHD Executive Organizational Chart FY 2015 (Source: ESO Website)

Division of Academic and Student Affairs

The **Senior Vice President for Academic and Student Affairs and Provost** is the chief academic and student affairs officer for the University and leads the Division of Academic and Student Affairs. The Provost oversees the budgets of all academic and student affair units including the colleges, library and continuing education. The Provost is responsible for administering and enforcing all policies related to academic matters, faculty-specific employment matters (such as the Rank and Tenure system), and has oversight responsibility for the recruitment, retention, and performance of highly qualified faculty and academic administrators who excel in instruction and research. The Provost is also responsible for student affairs and enrollment matters, establishes standards for the quality of the student body, and maintains educational excellence. In addition, if the President is incapacitated or resigns from office, the Senior Vice President for Academic and Student Affairs assumes his duties until the UHS Board of Regents appoints a new President of the University.

In his role as Provost, the Senior Vice President for Academic and Student Affairs oversees all college deans, who in turn oversee all the department chairs and faculty. He is also responsible for ensuring faculty participation in the decision-making process for academic and curricular matters through the Academic Shared Governance System stipulated in UHD PS 01.A.01 (UHD Policy and Procedure System): "All academic policies will be developed, reviewed, and approved according to the provisions of PS 01.A.03, Academic Shared Governance Policy" (UHD PS 01.A.01 §3.3.1). UHD PS 01.A.03 defines the role of faculty in the policy-making process.

Within the **Division of Academic and Student Affairs**, there are seven units that report to the Senior Vice President for Academic and Student Affairs and Provost: Academic Affairs, Student Affairs, Research and Sponsored Programs, Library, Distance Education, the English Language Institute, and the Applied Business and Technology Center. In addition, the Provost works closely with the deans of five academic colleges as well as the Faculty Senate (see Figure 2 below).

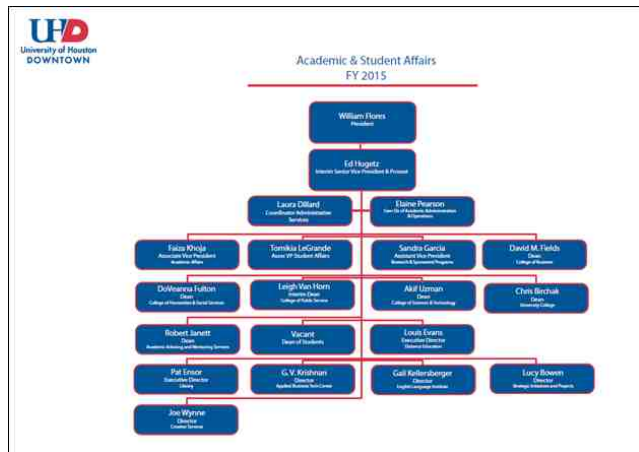


Figure 2: UHD Academic and Student Affairs Organizational Chart FY 2015

(Source: ESO Website)

Academic Deans. UHD is comprised of five academic colleges: the College of Business, the College of Humanities and Social Sciences, the College of Public Service, the College of Sciences and Technology, and University College. Each college is led by a dean, serving as the college's chief administrative and academic officer responsible for the administration and enforcement of policies relevant to the operations of their colleges. The deans are responsible for overseeing curricular and programmatic planning, development and assessment; the recruitment, evaluation, retention, and tenure of highly qualified faculty; annual and long-range academic planning; and the management of their respective budgets. The deans collaborate with faculty and staff throughout the University, assist in the securing of grants and gifts for their colleges, develop funding sources for program development that support teaching, research and professional service and provide leadership in responding to educational needs of the University. The deans represent their colleges internally (within the University) and externally (to the community, research sponsors, advisory boards, accreditation bodies and other professional organizations and related academic institutions). In addition, the deans coordinate faculty searches according to Equal Employment Opportunity and Affirmative Action guidelines. The deans lead their colleges in the context of UHD's mission, vision, and goals, UHD's Strategic Plan, UHS and UHD policies, and state and federal laws.

The **Associate Vice President for Academic Affairs** collaborates with academic leadership and within the shared governance system to ensure alignment with the University's mission, strategic plan, policies, and procedures. The Associate Vice President for Academic Affairs oversees the areas related to strategic planning, assessment, institutional effectiveness, institutional research and accreditation.

The **Associate Vice President for Student Affairs** is responsible for fulfilling the University's commitment to student access and success by developing, implementing and maintaining services and co-curricular programs that enrich students' educational experiences and create a collegial campus community that supports the University's diverse student population. The Associate Vice President for Student Affairs administers and enforces policies and procedures for a range of services that include Admissions, Enrollment Management, Financial Aid, Student Services, Student Affairs, Disability Services, Veterans' Affairs, registration and records, and student government. She also develops co-curricular programs and services that support, promote and develop enrollment and student life at UHD.

The **Assistant Vice President for Research and Sponsored Programs** develops and implements policies and procedures that encourage and support faculty research and creative activities. The Assistant Vice President for Research and Sponsored Programs oversees the development of grant and contract proposals and ensures that grant and contract funds are expended in compliance with federal and state laws, as well as UHS/UHD policies. She administers and coordinates University committees that, per policies, oversee University-originated funds for support of faculty research and creative endeavors, and promotes the importance and visibility of the institution's scholarly and creative accomplishments.

The **Executive Director of the Library** oversees library operations in order to facilitate student success, support faculty teaching and research, improve the functioning of the University, and enforces policies pursuant to the library. The Executive Director of the Library identifies planning initiatives for future library operations and develops budget requests to achieve these initiatives, manages assessment of library operations, and directs the library staff in continuous improvement and information about library services to the University community and external constituencies.

The **Executive Director of Distance Education** directs the operational, financial and planning activities for distance education programs (off-site instructional locations and online instruction) and services for the University of Houston Downtown. This position provides planning, oversight, coordination and support of articulation agreements. In addition, the English Language Institute and the Applied Business and Technology Center are led by directors.

Faculty Senate. UHD faculty actively participate in University governance through the Faculty Senate and University committees. The Faculty Senate makes recommendations to the University President concerning matters of interest to the faculty. The purposes of the Faculty Senate are as follows:

- Provide faculty the means to share in University decision-making and policy-making processes
- Work toward accomplishing UHD's mission
- Represent UHD's faculty in all matters relating to faculty welfare, opportunities, responsibilities and administration
- Provide UHD faculty with an effective instrument for communication with all other constituencies of the University and the UH System.

Division of Administration and Finance

The **Division of Administration and Finance** is responsible for the University's physical environment and business operations. The Division of Administration and Finance ensures a safe, well-maintained, and clean campus environment, provides business and technology support services, facilitates planning for the future of the campus, and manages University financial operations and construction. The division is led by the Vice President for Administration and Finance.

The **Vice President for Administration and Finance** is responsible for the sound and strategic management of the University's financial resources and the business support and administrative services that ensure effective and efficient University operations. The Vice President for Administration and Finance is responsible for administering and enforcing all policies related to the University's fiscal and facilities management, campus planning, and the information technology infrastructure. These responsibilities also entail duties such as representing the University in fiscal matters before UHS and state auditors, the UHS Board of Regents, the Texas Higher Education Coordinating Board, and the Legislative Budget Board. Specific areas of administrative oversight include Facilities Management, Information Technology, Police, Budget and Procurement, University Business Services, Business Affairs, Risk Management and Compliance, and Emergency Management (see Figure 3 below).

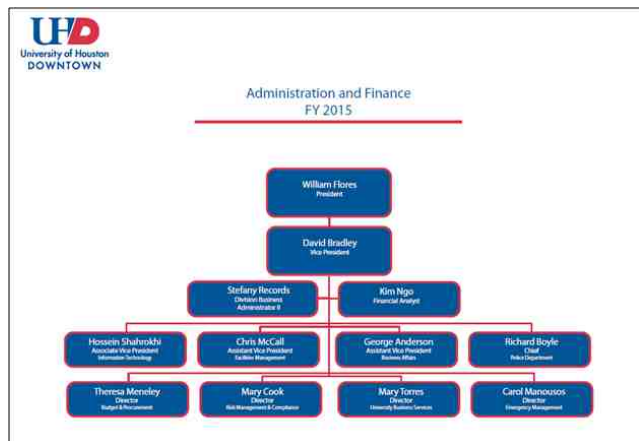


Figure 3: UHD Administration and Finance **Organizational** Chart FY 2015

(Source: ESO Website)

The **Associate Vice President of Information Technology and Chief Information Officer** is responsible for the strategic direction and focus for Information Technology (IT) resources at the University and communicates the strategic IT vision to University leadership. The Associate Vice President of IT/CIO provides leadership for the development and delivery of world-class computing and digital resources to the University, and monitors progress of all IT initiatives. He also ensures compliance to all policies pursuant to Information Technology.

The **Assistant Vice President of Business Affairs** supervises and directs operations in the areas of Student Accounting and Cashier, Accounts Payable and Travel, General Accounting, Grant Accounting, Financial Reporting, and Property Management. The Assistant Vice President of Business Affairs trains, assists, and assesses all aspects of fiscal operations and the compliance of fiscal operations policies by all University departments.

The **Assistant Vice President for Facilities Management** is responsible for overseeing the planning, design, construction, operation, and maintenance of all university facilities and grounds. In addition, the Assistant Vice President for Facilities Management oversees policy compliance for and develops and directs various programs including operations of systems, contracted services, campus renovations, and facilities space utilization.

The **Chief of Police** directs, plans and manages all functions and operations of the Police Department through a chain of command. He directs and coordinates University programs relating to security, safety and protection of life and property programs including traffic control, patrolling of physical property, enforcement of statutes and University regulations, crime prevention and investigation of accidents, injuries and criminal acts.

In addition, Budget and Procurement, University Business Services, Risk Management and Compliance, and Emergency Management are led by directors who oversee operations of their respective offices and ensure compliance with University and System policies and procedures, and federal and state statutes.

Division of Advancement and University Relations

The **Division of Advancement and University Relations** promotes the University and its mission to internal and external constituencies, and secures donor contributions that enhance the University community. The Division of Advancement and University Relations houses Media Relations, Corporate Relations, and Individual Giving (see Figure 4 below), and is led by the Vice President for Advancement and University Relations.

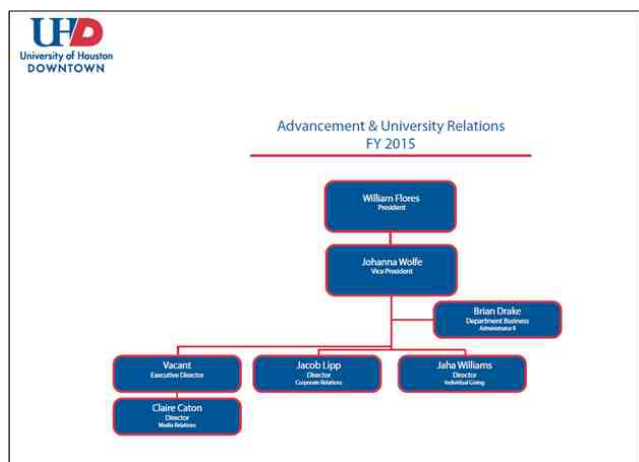


Figure 4: UHD Advancement and University Relations **Organizational** Chart FY 2015

(Source: ESO Website)

The **Vice President for Advancement and University Relations** implements strategies that promote, enhance, and advance the University's image and reputation and contribute to the achievement of the University's mission, vision and goals. The Vice President for Advancement and University Relations oversees alumni relations, internal and external communications, integrated marketing, public relations, philanthropic development, advancement services, and public affairs. The Vice President for Advancement and University Relations advances support of the University in partnership with key constituents including alumni, students, faculty, staff, friends and volunteers, as well as corporations and foundations, governmental agencies, and the general public. The Vice President for Advancement and University Relations is responsible for administering and enforcing all UHS and UHD policies, as well as federal and state laws, pursuant to marketing, public relations, philanthropic development, and alumni relations.

The **Corporate Relations and Individual Giving (Advancement)** units are responsible for establishing and maintaining relationships that lead to philanthropic gifts to support the University. Advancement supports student success, programmatic development and faculty scholarship through contributions from alumni, individual donors, foundations and corporations. Advancement also provides advice and assistance to donors wishing to make a current gift, establish an endowment to support the University, or consider gift planning opportunities through their estate.

The **Media Relations** unit (University Relations) is responsible for sharing UHD's success stories with internal and external audiences. University Relations' comprehensive communications program promotes and generates support for the University's mission by utilizing market research to develop strategic communications, media relations, web content and advertising. University Relations provides faculty and staff with marketing planning, design, editorial, photography and services that support student recruitment and retention. The unit also supports fundraising initiatives to promote colleges, programs, activities and events.

Division of Employment Services and Operations

The **Division of Employment Services and Operations (ESO)** provides service and support to all employees of the University, including faculty, staff, administrators, and student employees. ESO provides UHD units and employees with employment support services (benefits, personnel records, performance management, and payroll) as well as the administration of the Human Resources Information Systems (HRIS), training and employee relations services thereby enabling UHD employees to better serve the campus community. The Division of Employment Services and Operations is responsible for the administration and enforcement of federal and state regulations including Affirmative Action, Equal Employment Opportunity, Fair Labor Standards Act, Age Discrimination in Employment Act, Family and Medical Leave Act, and Americans with Disabilities Act, as well as UHS and UHD policies and procedures. The division is led by the Vice President of Employment Services and Operations.

The **Vice President for Employment Services and Operations (ESO)** serves as chief human resources officer, providing leadership and oversight in planning, designing, developing, implementing and administering human resources services and policies related to such functions as recruitment, employment and hiring services, compensation, and benefits administration including workers' compensation and the Family and Medical Leave Act. The Vice President for Employment Services and Operations serves as Affirmative Action Officer and is responsible for administering and enforcing all policies related to general University employment matters (such as credentialing, employee benefits, and compliance with system, state, and federal workplace policies) and all matters related to staff hiring. In accordance with [PS 01.A.01](#), the Vice President for Employment Services and Operations is also responsible for overseeing the policy review and development process, and for maintaining current policies on the Employment Services and Operations website. The Vice President for ESO is also responsible for revising and posting the current organizational chart on the ESO website in accordance with [PS 01.A.02](#).

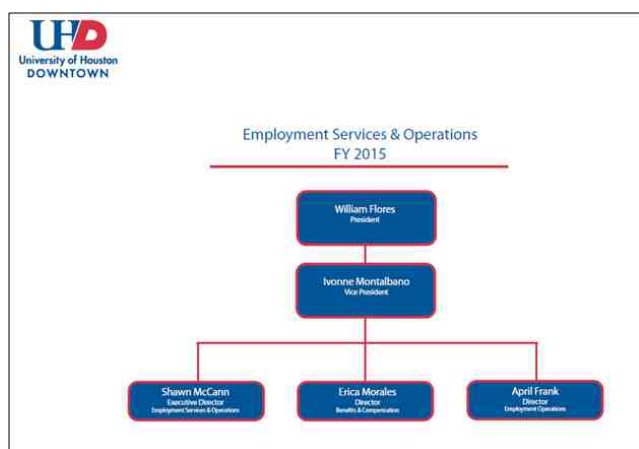


Figure 5: UHD Employment Service and Operations Organizational Chart FY 2015

(Source: ESO Website)

University of Houston-Downtown Policies and Procedures

University of Houston-Downtown employees are guided by a series of University of Houston System and University of Houston-Downtown policies and procedures, which reinforce and clarify the standards expected of them and foster stability and ensure uniformity and consistency in decision-making and operational procedures. All new employees are provided with a copy of essential workplace policies, such as Sexual Misconduct and Drug and Alcohol Abuse, as well as a copy of the appropriate workplace manual—a [Staff](#) or [Faculty Handbook](#). In addition, whenever policies are revised or new policies are authorized by the President, an announcement is sent to the University community by the Vice President for Employment Services and Operations, with a link to the new/revised policy(ies). Furthermore, once a year, the Vice President for Employment Services and Operations sends a broadcast email to the University community encouraging employees to read and become familiar with all policies applicable to their positions at UHD, as well as highlighting policies of special importance.

UH System Board of Regents Policies

As the governing body for the entire University of Houston System (UHS), the UHS Board of Regents develops and enforces overarching policies, the [UHS Board of Regents Policies](#), that regulate the workings of the UHS and the Board itself. All System and component university policies must be in compliance with the UHS Board of Regents Policies, which in turn must comply with state and federal law.

University of Houston System Administrative Memoranda (SAMs)

The UH System-wide policies are codified in the System Administrative Memoranda, or SAMs, which provide specific provisions to ensure implementation of the broader Board Policies at the System and component university level. The responsibility for the administration of the SAMs is indicated in University of Houston [System Administrative Memorandum 01.A.01, §4](#).

UHD Policy Statements

UHD's official policy system, [UHD Policy Statements](#) (or PS documents), further defines responsibilities for enforcement, review, and revision of each University policy. The PS documents are published on a website maintained by the Division of Employment Services and Operations. A review of these Policy Statements demonstrates the roles assigned to faculty, staff, and administration in the implementation of policy. Section 6 of each policy statement designates the specific senior administrative official with primary review responsibility for that policy. The PS numbering system also indicates broad areas of responsibility; for example, all the PS 03 policies are academic policies and therefore fall under the purview of the Provost's Office, while all the PS 05 policies are financial affairs policies and so fall under the purview of Vice President for Administration and Finance.

[PS 01.A.01 \(UH-Downtown Policy and Procedure System\)](#) outlines the process by which policies are developed and reviewed at UHD, with Section 3.3 assigning the responsibility for different types of policies:











- 3.3.1 All academic policies will be developed, reviewed, and approved according to the provisions of PS 01.A.03, Academic Shared Governance Policy.
- 3.3.2 Other University policies will be developed through the office(s) of the senior administrator(s) responsible for the area(s) covered by the policy.
- 3.3.3 The approval of the President, as indicated by signature on the approval line, must be given in order for any draft policy to become an official policy of the University.

All UHD policies must conform to UHS Board of Regents and UH System policies as well as state and federal statutes. The President, administrators, faculty, and staff work together to ensure the implementation of all UHD policies, and the UHD organizational structure provides the means for effective oversight of policy implementation.

Cross References

Comprehensive Standard 3.2.6

Sources

-  [PS01A01 UHD Policy and Procedure System](#)
-  [PS01A02_ Organization Chart](#)
-  [PS01A03 Academic Shared Governance Policy](#)
-  [SAM01A01_Administrative_Memoranda_System](#)
-  [UHD_Executive_Organizational_Chart](#)
-  [UHD_FY2015_Organizational_Chart](#)
-  [UHD_Faculty_Handbook_2015](#)
-  [UHD_Policies_Table_of_Contents_UHD](#)
-  [UHD_Staff_Handbook_Full](#)
-  [UHS_Board_of_Regents_Policies_ALL](#)

3.2.8

Qualified Administrative/Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) has qualified administrative and academic officers with the experience and competence to lead the institution.

Hiring and Evaluation Processes

UHD's hiring and evaluation processes, detailed in [Policy Statement \(PS\) 02.B.14](#) (Recruitment and Employment Policy) and [PS 02.B.06](#) (Staff Performance Appraisal Policy) are designed to ensure UHD has qualified administrative and academic officers with the credentials and expertise to lead the institution. Administrative and academic officers are selected through an open and competitive process that involves peer administrators, faculty, staff and student participation.

The University has established performance review processes for administrative personnel to ensure they continue to provide the highest quality of leadership for UHD (See [Comprehensive Standard 3.2.10](#)). Currently, UHD uses a web-based, interactive performance appraisal system (eAppraisal) to assess an employee's performance and track completion of goals and objectives. Employees and managers are able to use the system to record notes at any time for reference during the evaluation period. See [Sample Performance Appraisal](#) for an example of the system.

Administrative Structure

The following organizational charts show UHD's administrative structure.

- [UHD Executive](#)
- [Academic and Student Affairs](#)
- [Administration and Finance](#)
- [Advancement and External Relations](#)
- [Employment Services and Operations](#)

Qualifications of Administrative and Academic Officers

UHD administrative and academic officers and their qualifications are detailed in the attached [Qualified Administrative/Academic Officers Form](#). The form provides professional details about the top tier of UHD leadership.

Furthermore, Curricula vitae and resumes for employees in administrative leadership positions are available as supporting documents to this Comprehensive Standard. These documents show that employees in administrative positions possess the credentials and expertise needed to lead the University. Additionally, many administrative and academic leaders are members of professional organizations and participate in professional development activities to enhance their education, experience, competence, and capacity to lead. See the document [Qualified Administrator/Academic Officers Form](#) for additional information about administrator/academic officers.

UHD Organizational Structure as of August 2015

Office of the President

President

[William V. Flores, Ph.D.](#)

Executive Director, Presidential Affairs and Operations

[Liza Alonzo, M.Ed.](#)

Executive Director, Strategic Partnerships

[Julie Talley Norton, M.Ed.](#)

Special Assistant to the President

[Gene Preuss, Ph.D.](#)

Executive Assistant to the President

[Vanessa Pigeon, B.B.A.](#)

Division of Academic & Student Affairs

Interim Provost & Senior Vice President for Academic and Student Affairs

[Edward T. Hugetz, M.A.](#)

Coordinator, Administrative Services

[Laura Dillard, B.A.](#)

Associate Vice President, Academic Affairs

[Faiza Khoja, Ph.D.](#)

Office of Institutional Effectiveness

Director, Academic Assessment

[Lea Campbell, Ph.D.](#)

Director, Co-Curricular & Operations Assessment

[Angela Koponen, Ph.D.](#)

Director, Institutional Research

[Carol M. Tucker, M.B.A.](#)

Center for Community Engagement and Service Learning

Interim Director, Center for Community Engagement and Service Learning

[Poonam Gulati Salhotra, Ph.D.](#)

Associate Vice President, Student Affairs

[Tomikia LeGrande, M.S.](#)

Assistant Vice President, Student Affairs and Dean of Students

Vacant

Director, Career Development Center

[Laura Weseley, J.D.](#)

Director, Center for Student Diversity, Equity & Inclusion

[John Hudson, Ph.D.](#)

Director, Disability Services

[Meritza Tamez, Ph.D.](#)

Director, Sports and Fitness
 Richard Sebastiani, M.Ed.
 Associate Director, Sports and Fitness
 Rhonda Scherer, M.Ed.

Director, Veterans Services
 Richard Selvera, M.S.M.

Interim Director, Student Activities & Events
 Sarah Crass, M.Ed.

Assistant Dean of Students and Title IX Officer
 Tommy Thomason, M.Ed.

Assistant Dean, Enrollment Management
 Chris Cheatham, M.S.

Director, Testing Services
 Vacant

Director, Admissions
 Spencer Lightsey, B.S.

Associate Director, Admissions and Operations
 Joshua Wood, B.A.

Associate Director, Admissions Outreach
 Courtney Schroeder, M.A.

Director, Graduate and International Admissions
 Ceshia Love, M.A.

Director, Scholarships and Financial Aid
 LaTasha Goudeau, M.S.

Associate Director, Financial Aid
 Monica Comeaux, M.Ed.

Associate Registrar, Records
 Lourdes Ledesma, B.A.

Associate Registrar, Degree Audit
 Rocio Beiza, B.B.A.

Associate Registrar, Academic Scheduling
 Shannon Cunningham, M.L.I.S.

Assistant Vice President for Research & Sponsored Programs
 Sandra Garcia, Ed.D.

Director, Grant Writing & Assessment
 Kwame Opuni, Ph.D.

Executive Director, W.I. Dykes Library
 Patricia Ensor, M.L.S.

Executive Director, Distance Education
 Louis D. Evans III, M.S.

Executive Director, Academic Administration & Operations
 Elaine Pearson, M.B.A., M.Ed.

Director, English Language Institute
 Gail Kellersberger, M.F.A.

Director, Applied Business and Technology Center
 G. V. Krishnan, M.S.

Director, Strategic Initiatives & Projects
 Lucy Bowen, M.P.A.

Director, Creative Services
 Joe Wynne, B.F.A.

Dean, College of Business
 Michael Fields, Ph.D.

Associate Dean, Graduate Studies
 William Barksdale, Ph.D.

Associate Dean, Undergraduate Studies
 Justo Manrique, Ph.D.

Assistant Dean
 Carmen Cuevas, J.D.

Chair, Finance, Department of Accounting & Enterprise Information Systems
 Chu Nguyen, Ph.D.

Chair, Department of Management, Marketing, & Business Administration
 Lucille Pointer, Ph.D.

Director, Assurance Learning and Assessment
 Isiah Brown, Ph.D.

Director, Center for Entrepreneurship
 William Dudley, M.B.A.

Director, Retail Management Center
 Tracy Davis, B.B.A.

Director, COB Career Development Center
 Brett Hobby, M.Ed.

Director, COB Continuing Education
 Clara Rojas Alvarez Loperena, M.S.

Director, Insurance and Risk Management Center
 Wendall Braniff, J.D.

Director, Master of Security Management for Executives
 Thomas Winn, M.S.M.

Dean, College of Humanities & Social Sciences
 DoVeanna Fulton, Ph.D.

Associate Dean
 David Ryden, Ph.D.

Assistant Dean
 Crystal Guillory, M.A.

Chair, Department of Arts & Humanities
 Edmund P. Cueva, Ph.D.

Chair, Department of English
 Michelle Moosally, Ph.D.

Chair, Department of Social Sciences
 Jeffrey Jackson, Ph.D.

Director, Advising Services
 Reyna Romero, M.A.

Director, O'Kane Gallery
 Mark Cervenka, M.F.A.

Interim Dean, College of Public Service

[Leigh Van Horn, Ph.D.](#)

Associate Dean

[Myrna Cohen, Ph.D.](#)

Chair, Department of Criminal Justice

[Barbara Belbot, Ph.D.](#)

Interim Chair, Department of Urban Education

[Ronald Beebe, Ph.D.](#)

Director of Center for Public Service and Family Strength

Vacant

Director, Criminal Justice Center

[Rex White, B.S.](#)

Director, College Administration & Operations

[Paulette Purdy, M.B.A.](#)

Dean, College of Sciences & Technology

[Akif Uzman, Ph.D.](#)

Associate Dean

[Ermelinda Delavina, Ph.D.](#)

Assistant Dean

[RaShanda Flint, Ph.D.](#)

Chair, Department of Mathematics & Statistics

[Shishen Xie, Ph.D.](#)

Chair, Department of Computer Science & Engineering Technology

[Kenneth E. Oberhoff, Ph.D.](#)

Chair, Department of Natural Sciences

[Lisa Morano, Ph.D.](#)

Director, Scholars Academy

[Mary Jo Parker, Ed.D.](#)

Dean, University College

[B. Christiana Birchak, Ph.D.](#)

Associate Dean

[William Waller, Ph.D.](#)

Assistant Dean

[Charlie Finch, Ph.D.](#)

Program Chair and Lecturer, Applied Administration

[Karen Kaser, Ph.D.](#)

Program Chair and Lecturer, BS in Interdisciplinary Studies

[Melissa Hovsepian, Ph.D.](#)

Director, Honors Program

[Mari Nicholson-Preuss, Ph.D.](#)

Director, Talent Search

[Jennifer Hightower, M.Ed.](#)

Director, Upward Bound

[Dawana Lewis, M.A.](#)

Director, Teaching & Learning Excellence

[Gregory Dement, Ph.D.](#)

Associate Director, Learning Success

[Alvin Johnson, M.Ed.](#)

Program Director, Title V Student Success Grant

[Katrina Borders, M.Ed.](#)

Dean, Mentoring & Academic Advising

Vacant

Assistant Dean

[Gary Greer, Ph.D.](#)

Executive Director, Academic Advising Center

[Wendy Wilson, Ph.D.](#)

Director, Academic Advising Center

[Jemma Caesar, M.A.](#)

Director, Academic Support Center

[Isidro Grau, Ed.D.](#)

Associate Director, Advising

[Sylvia Medellin, M.S.](#)

Division of Administration and Finance

Vice President for Administration & Finance

[David M. Bradley, M.B.A.](#)

Associate Vice President, Information Technology & Chief Information Officer

[Hossein Shahrokhi, M.S.M.](#)

Executive Director, Information Technology

Vacant

Director, Computing, Telecommunications & Video Networking

[Miguel Ruiz, B.S.](#)

Director, Enterprise Systems

[Kong Yin, B.S.](#)

Director, Information Technology & Business Services

[Jackie Smith, M.B.A.](#)

Director, Technical Services

[Grace Davila, M.B.A.](#)

Director, Technology Learning Services

[John Lane, M.Ed.](#)

Director, User Support Services

[Said Fattouh, B.S.](#)

Information Security & Compliance Officer

[Jon Garza, B.B.A.](#)

Assistant Vice President, Facilities Management

[Chris McCall, B.S.](#)

Director, Maintenance & Renovations

[Abraham Flores, B.B.A., B.S.](#)

Director, Mechanical, Electrical, Plumbing Systems

[Kris Zimmerman, B.S.](#)

Assistant Vice President, Business Affairs

George W. Anderson, B.B.A.
 Director, Student Accounting & Collections
 Lauren Bellenger, B.B.A.
 Director, Accounts Payable & Travel Office
 Cynthia Conner, B.A.
 Director, Accounting & Financial Reporting
 Delethia Murray, M.B.A.
 Chief of Police
 Richard Boyle, B.S.
 Director, Budget & Procurement
 Theresa Meneley, B.B.A.
 Director, Risk Management & Institutional Compliance
 Mary Cook, M.B.A.
 Director, University Business Services
 Mary Torres, M.B.A.
 Director, Emergency Management
 Carol Manousos, B.S.
 Division Business Administrator
 Stefany Records, M.B.A.
 Financial Analyst
 Kim Ngo, B.B.A.

Division of Advancement and University Relations

Vice President for Advancement & University Relations
 Johanna Wolfe, M.M.
 Executive Director, University Relations
 Vacant
 Director, Media Relations
 Claire Caton, B.A.
 Director, Corporate Relations
 Jacob Lipp, B.A.
 Director, Individual Giving
 Jaha Williams, M.P.A


























































Division of Employment Services and Operations























































Vice President for Employment Services & Operations
 Ivonne Montalbano, M.B.A.
 Executive Director
 Shawn McCann, M.A.
 Director, Benefits & Compensation
 Erica Morales, M.B.A.
 Director, Employment Operations
 April Frank, MBA, M.S.

Cross Reference
 Comprehensive Standard 3.2.10

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 - Carol_Manousos
 - Carol_Tucker
 - Ceshia_Love
 - Charlie_Finch
 - Chevelle_Wilson
 - Christopher_Cheatham
 - Christopher_McCall
 - Chu_Nguyen
 - Claire_Caton
 - Clara_Rojas
 - Courtney_Lundgren_Schroeder
 - Crystal_Guillory
 - Cynthia_Conner
 - D_Michael_Fields
 - David_Bradley
 - David_Ryden

 Dawana_Lewis
 Debra_Shouldice
 Delethia_Murray
 Diane_Summers
 DoVeanna_Fulton
 Ed_Hugetz
 Edmund_Cueva
 Elaine_Pearson
 Erica_Morales
 Ermelinda_Delavina
 Faiza_Khoja
 Gail_Kellersberger
 Gary_Gree
 Gary_Stading
 Gene_Preuss
 George_Anderson
 Grace_Davila
 Graham_Williamson
 Gregory_Dement
 GV_Krishnan
 Hossein_Shahrokhi
 Isiah_Brown
 Isidro_Grau
 Ivonne_Montalbano
 Jacqueline_Smith
 Jacqueline_Trahan
 Jaha_Williams
 James_Akif_Uzman
 James_Tracy_Davis
 Jeffrey_Jackson
 Jemma_Sylvester-Caesar
 Jemma_Sylvester-Caesar
 Jennifer_Hightower
 Johanna_Wolfe
 John_Hudson
 John_Lane
 Jon_Garza
 Joseph_Wynne
 Joshua_Wood
 Julie_Norton
 Justo_Manrique
 Karen_Kaser
 Katrina_Borders
 Ken_Oberhoff
 Kim_Ngo
 Kong_Yin
 Kris_Zimmerman
 Kwame_Opuni
 LaTasha_Goudeau
 Laura_Dillard
 Laura_Weseley
 Lauren_Bellenger
 Lea_Campbell
 Leigh_Van_Horn
 Lisa_Morano
 Lisa_Raynor-Keck
 Liza_Alonzo

-  Louis_Evans
-  Lourdes_Ledesma
-  Lucille_Pointer
-  Lucy_Bowen
-  Mari_Nicholson-Preuss
-  Mark_Cervenka
-  Mary_Cook
-  Mary_Jo_Parker
-  Mary_Torres
-  Melissa_Hovsepian
-  Meritza_Tamez
-  Michelle_Moosally
-  Miguel_Ruiz
-  Monica_Comeaux
-  Myrna_Cohen
-  Patricia_Ensor
-  Paul_Jacob_Lipp
-  Paulette_Purdy
-  Poonam_Gulati
-  RaShonda_Flint
-  Rex_White
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-  Ron_Beebe
-  Said_Fattouh
-  Sandra_Garcia
-  Sara_Crass
-  Sara_Jahansouz
-  Shannon_Cunningham
-  Shawn_McCann
-  Shishen_Xie
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-  Susan_Henney
-  Sylvia_Medellin
-  Theresa_Meneley
-  Thomas_Winn
-  Tomikia_LeGrande
-  Tommy_Thomason
-  Vanessa_Pigeon
-  Wendall_Braniff
-  Wendy_Wilson
-  William_Dudley
-  William_Flores
-  William_K_Barksdale
-  William_Waller
-  President_William_Flores
-  Qualified Administrative & Academic Officers
-  Sample Performance Appraisal

3.2.9

Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) publishes policies regarding the appointment, employment, and evaluation of all faculty, administrators, and staff.

Policy Development for Appointment, Employment and Evaluation of Faculty and Staff

Faculty

Policies pertaining to the appointment, employment, and evaluation of all faculty are developed in accordance with the shared governance process outlined in [PS 01.A.03](#), Academic Shared Governance Policy. In 2015, the Faculty Affairs committee developed and revised the Faculty Performance Evaluation policy moving from a 10 point rating scale to a 7 point scale. The Provost then asked departments to develop rubrics for the new rating scale ([Merit Categories and Corresponding Ratings](#)). The guidelines emphasize the need to align the new performance rubric with the goals and objectives of the university ([Guidelines, Faculty Performance Evaluation Rubric Creation](#)). The new criteria and rating scale will be used to evaluate faculty beginning January 2016.

Staff

Policies pertaining to the appointment, employment, and evaluation of staff and administrative staff are developed by the subject matter expert and reviewed by the President's Cabinet. Input is also sought from the Faculty Senate, Staff Council, and Student Government Association.

Review and Dissemination of Policies

Employment Services and Operations (ESO) is tasked with maintaining an index of all UHD policies, which is published online on the ESO and UHD website as specified in UHD policy ([PS 01.A.01](#)). Each vice president is responsible for the review and update of policies associated with their divisions as changes occur or when required by policy schedules. In addition to the online publication of UHD policies, the policies are highlighted at faculty and staff orientations, and published in the [Faculty Handbook](#) and in the [Staff Handbook](#). ESO issues broadcast announcements via email (1) whenever policies are revised or new policies are authorized by the president with a link to the new/revised policy(ies), and (2) prior to the start of the academic year, highlighting policies of special importance. ESO also provides assistance and guidance in interpreting policies in person and through email.

General Employment Policies

University of Houston-Downtown (UHD) follows published policies and procedures related to the recruitment, selection, and appointment of faculty and staff (including administrators), and ensures that appointment and employment practices are consistent with the policies. Staff employment is outlined in the University of Houston System Administrative Memorandum ([SAM](#)) [02.A.13](#) and details that recruitment and selection of candidates is conducted in accordance with "applicable statutes, regulations, and System policies that are consistent with principles of equal employment and affirmative action". The University also has formal policies regarding the appointment and employment of faculty and staff. General employment policies pertaining to both faculty and staff are Policy Statement ([PS](#)) [02.A.17](#) (Security Sensitive Positions Policy), [PS 02.A.20](#) (Affirmative Action Policy), [PS 02.A.21](#) (Equal Opportunity Policy), [PS 02.B.14](#) (Recruitment and Employment Policy), and [PS 10.A.13](#) (Faculty Employment Policies).

Faculty Employment Policies

The University publishes policies regarding the appointment, employment, and evaluation of faculty, and ensures that appointment and employment practices are consistent with the policies. Faculty Employment Policies ([PS 10.A.13](#)), outlines the policies and procedures for the employment of faculty at the University. This policy specifies the tenets underlying the process, responsible parties, and sequence of steps in the hiring process. [PS 10.A.15](#) governs the employment of Adjunct Lecturers. The Academic Appointments policy ([PS 10.A.03](#)) describes and differentiates between faculty, visiting faculty, part-time faculty, and adjunct lecturer appointments. The Appointment of Department Chairs policy ([PS 10.A.17](#)) details the candidate qualifications, the selection process, the terms of appointment, the process for performance reviews, and process for internal/external chair searches.

Full-time Faculty Hiring Process

Faculty Employment Policies ([PS 10.A.13](#)) describes the hiring procedures for full-time faculty, including tenured/tenure track faculty, lecturers, and visiting faculty. Searches to fill tenured/tenure track positions must follow the protocols described in the "[Guidelines for the Faculty Employment Process](#)" section of [PS 10.A.13](#). Searches for tenured/tenure track faculty are national in scope and are usually conducted over the course of a semester or an academic year. Lecturer positions, which often open up on short notice, may be filled using the policy's "[Emergency Lecturer and Visiting Faculty Employment Process](#)" guidelines, which allow a shorter timeframe and less rigid protocols. All hiring procedures are conducted in a manner consistent with UHD's commitment to equal opportunity and adhere to the policy requirements for Affirmative Action as stated in [PS 02.A.20](#) and Equal Opportunity in [PS02.A.21](#). To assure compliance with UHD policy and with federal and state law, search committees meet with the University's affirmative action officer at the beginning of the hiring process.

Faculty offers of employment are extended by department chairs for adjunct faculty and by the Provost for lecturers, visiting faculty and tenured/tenure track faculty. Faculty hiring practices adhere to all applicable state and federal laws.

Staff and Administrative Staff Employment (Hiring) Policies

Just as with faculty, the University follows well established policies and procedures related to recruitment, selection and appointment of exempt and nonexempt staff, as detailed in the Recruitment and Employment policy ([PS 02.B.14](#)). The Recruitment and Employment policy specifies the employment process for all staff positions. In addition, UHD applies the principles of affirmative action by using proactive and positive steps to ensure the full application of equal opportunity. Examples of "affirmative" steps that are consistently applied in all faculty and staff searches are: 1) clearly written job/vacancy announcements; 2) posting job/vacancy announcements in sources where potential qualified female, minority, disabled and/or US Veteran applicants are likely to look for jobs; 3) following pre-established protocols; 4) careful review and assessment of each applicant's file through the use of predetermined, job-related and nondiscriminatory criteria; and 5) the implementation of consistent procedures at each stage of recruitment, screening and selection process.

Staff Employment Process

1. All openings for staff positions must be posted on the University's "Career Site", and a number of external sources dictated by the position classification.
2. Only applications that meet the minimum qualifications of the position are automatically forwarded to the hiring official and screening committee, if applicable.
3. The Affirmative Action Officer (AAO) or designee meets with the hiring manager or screening committee to discuss screening practices and the employment process to be followed. Before applications may be reviewed. During this meeting, the AAO or designee provides the screening committee or hiring manager a thorough review of the applicant screening process, highlighting the following key areas:

- Screening criteria
- Overall selection process
- Interview questions/format
- What not to do and what not to ask during an interview
- Identifying the best qualified candidate
- Acceptable/unacceptable committee use of emails
- Reference checks
- Social media

4. While screening committees are compulsory for exempt positions above manager level, they are not required for lower exempt or nonexempt staff positions, unless the position has budget authority and/or supervisory responsibilities. Instead, the hiring authority, such as the immediate supervisor, may conduct the screenings and interviews.

5. When a job is posted on UHD's Career Site, screening committee members and hiring authorities have access to all required screening documents, which consist, at a minimum, of an application form, a cover letter, and a resume or vitae. In some cases, unofficial transcripts are also required. (As part of the background check process, the final candidate's education is verified.)

6. All hiring-related documentation becomes a permanent record in ESO as part of the new employee's personnel file. Screening committee's "hiring folders" are retained by ESO in accordance with the University of Houston System records retention schedule, and destroyed afterwards. (see Hiring Folder, Sources)

The employment and screening process are confidential. This process are designed to ensure employment decisions are based on applicant qualifications and not on subjective or otherwise unrelated criteria. In addition, these procedures help UHD avoid any potential legal liabilities and are required to keep the University in compliance with internal and external auditors. Screening committee members and hiring authorities:

1. Are asked to ensure the safety and security of all applicant information and maintain the confidentiality of the search process.
2. Can only review applications and resumes through a password-protected applicant tracking system.
3. Screen applicants by comparing each qualified applicant's qualifications to the job advertisement and position description, and each committee member must evaluate each applicant.
4. Calculate the total scores to summarize the ranking on each applicant.
5. Develop questions to be asked of each candidate during phone and on-campus interviews that are open-ended and job-related by reviewing the position description. The committee should ask each candidate the same set of questions. In addition to a standard set of questions, it is acceptable to ask varying follow-up questions related to each candidate's response and/or resume.
6. Once the final candidate has been selected, an offer of employment is extended by ESO. This offer is contingent on successful completion of a background check and no indebtedness to the University of Houston System. The background check is requested by ESO from a third party vendor who communicated directly with the candidate. Neither committee members nor hiring authorities have access to this information.
7. A copy of these procedures is provided to committee members and hiring managers.

Faculty and Staff Evaluations

All UHD faculty and staff are evaluated annually and are consistent with the Faculty Performance Evaluations policy (PS 10.A.05) and the Staff Performance Appraisal Policy (PS 02.B.06).

Faculty Performance Evaluations

The Faculty Performance Evaluations policy (PS 10.A.05), developed and maintained through shared governance process, explains how the evaluation of each faculty member's performance is based upon an assessment of activities in three areas: (1) teaching and instruction, (2) scholarly/creative activities, and (3) service/professional activities. The policy also states that the department chair and all tenured and tenure-track faculty of each department are involved in development of criteria used to assess performance in each of the three areas. The evaluation is conducted by the faculty member's department chair. A rating system is also detailed in the policy along with guidance for merit raises. In 2015, as stated above UHD revised Faculty Performance Evaluation policy.

Full-time Faculty Annual Evaluation Process

All full-time faculty members at UHD are evaluated on an annual basis in compliance with University policy. The results of performance evaluations are used to determine eligibility for merit raises, and they factor into tenure and promotion decisions for tenured/tenure-track faculty, and contract renewals for lecturers. Faculty members prepare their annual reports according policy and departmental evaluation criteria.

Annual Evaluation Process for Tenured/Tenure-Track Faculty

Tenured/tenure-track faculty are evaluated annually according to the terms of the Faculty Performance Evaluations policy (PS 10.A.05). For tenured/tenure-track faculty, the three categories of evaluation include teaching, service, and scholarly/creative activities, the same categories used in tenure and promotion decisions. The Faculty Performance Evaluations policy specifies the evaluative weights attributed to each category, the timeline for the annual evaluation process, the notification and appeal process for faculty annual evaluations.

- The current policy assigns a 50% weight to the teaching category, 25% to service, and 25% to scholarly and creative activities (§3.1.1).
- Specific evaluation criteria for the following year, developed by the tenured/tenure-track faculty and the department chair, are disseminated to the departmental faculty, the Dean, and the Provost no later than December 15 in the fall semester (§3.1.2).
- The annual performance reports for tenured/tenure-track faculty are due January 15 each year (§3.5).
- By February 25 of each year, the chair responds to faculty members' self-evaluations with written reports evaluating each faculty members' performance and explaining their scores. The report is based upon the evaluation performed by the chair and a subcommittee of tenured faculty members of the departmental Rank and Tenure Committee (see §3.1.2).
- Faculty members may meet with the chair to discuss their ratings (§3.1.8).
- Faculty members may appeal their ratings by requesting a performance review by a departmentally-elected committee comprised of at least three tenured members of the department. The committee reviews the faculty member's performance and the chair's evaluation and recommends a rating to the dean separately from the chair. Faculty members dissatisfied with the dean's resolution of their appeals may file a formal grievance in accordance with the Faculty Grievance Policy (PS 10.A.02) (§3.1.9).

Annual Evaluation Process for Full-time Lecturers

The Faculty Performance Evaluations policy (PS 10.A.05) states that the "evaluation of lecturers and adjuncts will be carried out according to standards determined by each department" (§1). Typically, chairs use a modified version of the departmental criteria that is developed by and used to evaluate the tenured/tenure-track faculty with the understanding that lecturers have a greater focus on teaching, have fewer service obligations, and are not required to engage in scholarly or creative activities. Additionally, the chairs assign a deadline for lecturers to submit performance reports that is usually later in the spring semester than that for tenured/tenure-track faculty.

Staff Evaluations

The Staff Performance Appraisal Policy (PS 02.B.06) specifies that the evaluation process for all staff positions is based on lawful, job-related, and non-discriminatory criteria. The policy outlines how performance appraisals must be conducted annually for all non-probationary staff employees and one month prior to the completion of a probationary employee's probation period. It also details that the probationary appraisal serves as a medium for managers to recommend continued employment beyond the employee's probationary period.

There are three employee classifications of staff: administrative staff, staff and police. Employees who hold administrative positions (positions at the executive director level and above), including academic leadership (deans and assistant/associate deans).

Administrative Staff are evaluated on a 3-point rating scale, while Staff and Police are evaluated on a 4-point rating scale:

Administrative Staff (example)

- 3 – Exceeds Expectations
- 2 – Meets Expectations
- 1 – Does Not Meet Expectations

Staff and Police (example)

- 4 – Distinguished
- 3 – Proficient/Meets Requirements
- 2 – Some Improvement Needed
- 1 – Unsatisfactory

The University of Houston-Downtown is committed to ensuring that all staff have the best tools at their disposal to create an efficient performance management system that increases performance effectiveness across campus. ESO manages and facilitates a staff evaluation system that promotes:

- Staff engagement, development and performance.
- Accountability and consistency across campus.
- Year-round communication between managers and staff.
- Alignment of staff roles and goals with the University's mission, vision and goals.
- Ease of use and access.
- Direct involvement of first- and second-level supervisors in the evaluation process.

The staff appraisal process is managed by Employment Services and Operations (ESO) utilizing eAppraisal, a web-based, fully interactive performance management system. Using eAppraisal streamlines the entire process and allows uniformity and flexibility. The eAppraisal system works through a series of steps (see Figure 1 below), and users are notified and prompted via email. These steps are:

1. Employee Completes Self-Appraisal
2. Manager Completes Employee Appraisal and Reviews Employee's Self-Appraisal
3. Second Level Manager Approves Appraisal
4. ESO Reviews Appraisal
5. Manager Meets with Employee
6. Employee Comments and Signs-Off
7. Manager Signs-Off



Figure 1: Staff Performance Management System Task List (Source: ESO Website)

When all of the steps have been completed for a particular appraisal, the appraisal becomes an archived document. Staff and their managers have year-round access to appraisals, established goals and objectives, as well as performance journals in which to keep notes for future appraisals. Rubrics are provided for each competency. The scoring rubric is a tool designed to assist users in selecting the appropriate rating based on a standard of performance levels. In addition, staff and managers have access, through eAppraisal, to eLearning, which allows them to select training content related to a specific competency group through Skillport.

The staff appraisal process consists of a 4-point rating system. Employees with an overall score of 2.0 or less are placed automatically on a Performance Improvement Plan (PIP). PIPs are designed to facilitate constructive discussion between a staff member and his or her supervisor and to clarify the work performance or conduct to be improved.

Managers have the capability to run reports throughout the entire process, which provide:

- Individual competency scores or overall appraisal scores for their employees.
- Upcoming and completed training status data for their employees.
- Status update of each eAppraisal step for their direct reports. Division heads are able to run these reports for their entire divisions.

In addition, ESO has the capability to review the status of each appraisal (see Figure 2 below).



Figure 2: Staff Appraisal Status Report (Source: ESO)

The Police appraisal process, applicable to peace officers and security officers in the UHD Police Department, mirrors the Staff process, except for having one additional step: "Third Level Manager Approves Appraisal". This step allows for the Police Chief to review appraisals for all subordinates, including police officers, sergeants and lieutenants.

Similarly, the Administrative Staff appraisal process utilizes eAppraisal and follows the same steps, timeline and appraisal period as the Staff and Police process. The Administrative Staff process involves four main categories: "Accomplishments", "Competencies", "Summary Statement" and "Performance Standards". Administrative staff are required to summarize their top five accomplishments for the previous year that relate to the performance standards that were established in their last appraisal, assess their performance on eight major competencies, provide a summary statement of their performance during the appraisal period, and outline the proposed performance standards (or goals and objectives) for the upcoming year by which they will be evaluated.

UHD's President utilizes this tool to annually evaluate the effectiveness of key administrators under his direct report: Senior Vice President for Academic and Student Affairs and Provost, Vice President for Administration and Finance, Vice President for Advancement and University Relations, and Vice President for Employment Services and Operations on achievements, competencies, and performance standards linked to institutional effectiveness. He also evaluates non-administrative staff who directly report to him. The senior vice president and provost annually reviews the academic deans and other key academic leaders under his direct report. The Vice President for Administration and Finance, Vice President for Advancement and University Relations, and Vice President for Employment Services and Operations annually evaluate the leadership under their direct report. The Administrative Staff appraisal process is designed to promote accountability, enhance professional growth, and supply information that will assist in the assessment of strengths and weaknesses of administrative performance.

Staff, Police and Administrative Staff performance appraisals are guided by the principles outlined in [PS 02.B.06](#), Staff Performance Appraisal Policy, and are the determining factor in merit raises and may be a consideration in making personnel decisions including, but not limited to, promotions, transfers, initiation of a Performance Improvement Plan (PIP), and terminations, or continued employment for probationary employees.

Each year, prior to launching the Staff, Police and Administrative Staff annual performance appraisal process, the Vice President for Employment Services and Operations sends a broadcast message that provides general information pertaining to the upcoming appraisal cycle, including required tasks/steps, schedule, and appraisal period.

Cross Reference

[Comprehensive Standard 3.2.10](#)

[Comprehensive Standard 3.7.2](#)

Sources

- 📁 Hiring Folder
 - 📄 Applicant Log
 - 📄 Applications for Lecturer_BIOL position
 - 📄 Interview Questions and Responses
 - 📄 Job Offer Request and Offer Letter
 - 📄 Lecturer_BIO_Job Posting
 - 📄 Sample_Position Announcement_Funding_Lecturer
 - 📄 Screening Criteria Matrix
- 📄 Admv Staff 2012-13 Appraisal2_Redacted
- 📄 Emergency Lecturer and Visiting Faculty Employment Process
- 📄 Guidelines for the Faculty Employment Process (2)
- 📄 Guidelines Faculty Performance Evaluation Rubric Creation_New
- 📄 Merit Categories and Corresponding Ratings
- 📄 PS01A01 UHD Policy and Procedure System
- 📄 PS01A03 Academic Shared Governance Policy
- 📄 PS02A17_Security_Sensitive_Issue
- 📄 PS02A20_Affirmative Action Policy
- 📄 PS02A21_Equal_Opportunity_Policy
- 📄 PS02B06(2)_Staff_Performance_Appraisal_Policy
- 📄 PS02B14_Recruitment_and_Employment_Policy
- 📄 PS10A02
- 📄 PS10A03_Academic_Appointments
- 📄 PS10A05 Faculty Performance Evaluations
- 📄 PS10A11
- 📄 PS10A12_Annual Evaluation of Academic Deans (1)
- 📄 PS10A13
- 📄 PS10A15_Adjunct_Lecturers
- 📄 PS10A17_Appointment_of_Department_Chairs
- 📄 SAM02A13_Recruitment_Job_Posting_and_Selection_of_Staff_Employees
- 📄 UHD_Faculty_Handbook_2015
- 📄 UHD_Staff_Handbook_Full
- 📄 e-appraisla_Staff_Redacted

3.2.10

Administrative Staff Evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Administrators at University of Houston-Downtown, including the President, are evaluated annually to determine their effectiveness in achieving performance goals and objectives linked to institutional effectiveness. These evaluations assist with furthering the mission of the University and demonstrating its overall effectiveness.

Evaluation of the President

Section One of the Bylaws for the University of Houston System (UHS) Board of Regents states that it is the responsibility of the UHS Chancellor to "appoint the president or the chief executive officer of each institution under the Board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals." Comprehensive Standard 3.2.1 stipulates that the "governing board of the institution," along with the Chancellor, are responsible for "the periodic evaluation of the chief executive officer." The outcome of this assessment is detailed in the [Chancellor's Letter to the President](#). Section III of the UHD President Employment Agreement states, "The Chancellor will review (President) Flores' performance and overall compensation at least annually commencing on or before the anniversary date of the effective date of this Agreement, and every anniversary date thereafter during the term of this Agreement, with any adjustment to Flores' salary and benefits to be within the sole discretion of the Board commensurate with faculty/staff increases."

In addition to the performance review done by the Board and the Chancellor, the UHD Faculty Senate conducts climate surveys that include questions on the performance of the President and other top administrators.

In June 2010, UHS Chancellor Renu Khator requested that UHS presidents submit reports prior to their annual evaluation. These reports included (1) past performance on goals assigned the previous year, (2) future goals for the next year, (3) System activities and (4) personal goals. Dr. Flores submitted his [Annual Review and Evaluation of Past and Future Goals on March 2013](#), which was accepted by Dr. Khator in a memo dated September 2013.

Evaluation of Administrative Staff

The Administrative Staff appraisal process is used for employees who hold administrative positions (positions at the executive director level and above), including academic leadership (deans and assistant/associate deans), as well as other positions at the discretion of the division head. Department chairs are excluded from this process and evaluated according to [PS 10.A.11](#), Annual Evaluation of Department Chairmen. The Administrative Staff process utilizes the following three-point rating scale:

- 3 – Exceeds Expectations
- 2 – Meets Expectations
- 1 – Does Not Meet Expectations

The Administrative Staff evaluation process contains four main sections: accomplishments, competencies, a summary statement, and performance standard. Administrative staff are required to summarize their top five accomplishments for the previous year that relate to the performance standards that were established in their last appraisal, assess their performance on eight major competencies, provide a summary statement of their performance during the appraisal period, and outline the proposed performance standards (or goals and objectives) for the upcoming year by which they will be evaluated.

Their evaluators utilize this information as the basis for their appraisals. The eight major competencies by which administrative staff performance is assessed are: accomplishments, leadership, management, managing financial and material resources, personal characteristics, communication, human relations, and organizational goals.







































UHD's President utilizes this tool to annually evaluate the effectiveness of key administrators under his direct report: the Senior Vice President for Academic and Student Affairs and Provost, the Vice President for Administration and Finance, the Vice President for Advancement and University Relations, and the Vice President for Employment Services and Operations. All are evaluated achievements, competencies, and performance standards linked to institutional effectiveness. The President also evaluates non-administrative staff who directly report to him. The Senior Vice President and Provost annually reviews the academic deans and other key academic leaders under his direct report. The Vice President for Administration and Finance, the Vice President for Advancement and University Relations, and the Vice President for Employment Services and Operations annually evaluate the leadership in staff who report directly to them. The administrative staff appraisal process is designed to promote accountability, enhance professional growth, and supply information that will assist in the assessment of strengths and weaknesses of administrative performance.

Administrative Staff performance appraisals are guided by the principles outlined in [PS 02.B.06](#), Staff Performance Appraisal Policy, and are the determining factor in merit raises and may be used in the consideration of personnel decisions including, but not limited to, promotions, transfers, initiation of a Performance Improvement Plan (PIP), terminations, or continued employment for probationary employees.

The most recent performance appraisals (2014/15) for a sample Administrative Staff are being provided.

1. Senior Vice President, Academic and Student Affairs and Provost (Interim)
2. Vice President, Administration and Finance
3. Vice President, Advancement and External (University) Relations
4. Vice President, Employment Services and Operations
5. Associate Vice President, Academic Affairs
6. Associate Vice President, Information Technology
7. Assistant Vice President, Research and Sponsored Programs
8. Assistant Vice President, Business Affairs
9. Assistant Vice President, Facilities Management
10. Dean, College of Business
11. Dean, College of Humanities and Social Sciences
12. Dean, College of Public Service (Interim)
13. Dean, Enrollment Management (Currently, Associate Vice President of Student Affairs)
14. Associate Dean, College of Business Undergraduate Studies
15. Associate Dean, Humanities and Social Sciences
16. Associate Dean, Public Service
17. Associate Dean, Sciences and Technology
18. Associate Dean, University College
19. Assistant Dean, College of Business
20. Assistant Dean, College of Humanities and Social Sciences
21. Assistant Dean, University College
22. Assistant Dean, Advising and Mentoring
23. Executive Director, Distance Education (now Off-campus and online coordination)
24. Executive Director, Library

Sources

-  Assistant Dean, Advising and Mentoring
-  Assistant Dean, College of Business
-  Assistant Dean, College of Humanities and Social Sciences
-  Assistant Dean, University College
-  Assistant Vice President, Business Affairs
-  Assistant Vice President, Facilities Management
-  Assistant Vice President, Research and Sponsored Programs
-  Associate Dean, College of Business Undergraduate Studies
-  Associate Dean, Humanities and Social Sciences
-  Associate Dean, Public Service
-  Associate Dean, Science & Technology
-  Associate Dean, University College
-  Associate Vice President, Academic Affairs
-  Associate Vice President, Information Technology
-  Chancellor's Evaluation of President 2013 (1)
-  Chief of Police
-  Dean of Enrollment Management
-  Dean, College of Business
-  Dean, College of Humanities and Social Science
-  Dean, College of Public Service
-  Dean, University College
-  Employment Agreement for UHD President
-  Executive Director, Distance Education
-  Executive Director, Library
-  Interim Dean, College of Public Service
-  Interim Provost and Senior Vice President, Academic and Student Affairs
-  PS02B06
-  PS10A11
-  PS10A12_Annual Evaluation of Academic Deans (1)
-  President 3.2.10 #1
-  President 3.2.10 #2
-  President 3.2.10 #3
-  President 3.2.10 #4
-  President 3.2.10 #5
-  President's Self-Assessment 2013
-  Vice President, Administration and Finance
-  Vice President, Advancement & External Rel
-  Vice President, Employment Services & Operations

3.2.11

Control of Intercollegiate Athletics

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

This standard does not apply to University of Houston-Downtown because the University does not have an intercollegiate athletics program or any plan to begin one.

3.2.12

Fund-Raising Activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The President of University of Houston-Downtown (UHD) controls the University's fundraising activities, which are conducted at UHD by the Division of Advancement and University Relations. The Vice President for Advancement and University Relations, who oversees the division, reports directly to the President, as documented in the [organizational chart](#) for the University. The Vice President for Advancement and University Relations is assisted by the following key fundraising staff:

- Director of Individual Giving (supports the Annual Fund and works to identify, cultivate and solicit individual donors),
- Director of Corporate Relations (assists companies in navigating the opportunities for effective partnerships and developing philanthropic opportunities),
- Prospect Researcher and Writer (helps to identify individual, corporate and foundation prospects, and provides writing support for proposals, stewardship, and general advancement correspondence).

In addition, Media Relations provides marketing, media, internal and external communication support and reports to the Vice President for Advancement and University Relations through the Executive Director of University Relations.

The President maintains control of UHD's fundraising through the implementation of UHD's Gift Acceptance and Processing policy [PS 09.A.01](#), which sets forth the specific policy and procedures for processing gifts to the University. The Office of Advancement developed the manual [Gift Processing and Reporting Procedures](#) to ensure procedures comply with the University policy. The gift processing and reporting procedures are evidenced by the [Gift Batch](#), utilized to deposit and report gifts, and the [Daily Gift Report \(DGR\)](#).

In addition, the Office of Advancement works collaboratively with the Budget Office, Business Affairs, and the Office of Scholarships and Financial Aid to develop the document [UHD Endowment Guidelines](#), which provides a definition of an endowment and outlines the process to establish an endowment agreement, expend funds, and modify agreements, if needed. [Stewardship](#) of endowments is managed through the Office of Advancement, using the Sungard Advance database reporting system which tracks prospects, including alumni and friends, gifts, endowment records and contacts with donors and prospective donors. [Call reports](#), that provide details of meetings that the President and development staff have with donors and prospective donors, are logged in the Sungard Advance database.

The Vice President for Advancement and University Relations works closely with the President, Provost, and administrative leadership to ensure that fundraising priorities are clearly articulated and can be communicated to donors and prospective donors. The [UHD Strategic Plan 2020](#) serves as the basis for identifying priorities to support student success, new degree programs, research opportunities, outstanding faculty, and community engagement. In the past several years, examples of gifts consistent with these priorities include 7-figure gifts to support advising and to build out a new Student Success Center, scholarships, funding for new programs, support for student research, faculty endowments, and community engagement projects. Specific giving opportunities are identified by working with academic and administrative leadership and building linkages with donor interests.

Sources

- [AER_gift_processing_and_reporting_procedures_10-30-2014](#)
- [Bizell_Stewardship_Report_FY14](#)
- [DGR_FY15_redacted](#)
- [Endowment_Guidelines_Final_2015](#)
- [Fund-raising_policies_2015](#)
- [Gift_Batch_D558_Redacted](#)
- [PS09A01](#)
- [President's_Call_Reports](#)
- [SAM08A01_Management_and_Development_of_University_Advancement_Activities](#)
- [SAM08A04_Naming_Opportunities](#)
- [Seigler_Endowment](#)
- [Seigler_End_Amendment](#)
- [TY_Ltr_Template_FY15](#)
- [UHD_Advancement_and_External_Relations_Organizational_Chart](#)
- [UHD_Strategic_Plan_2012-2020](#)
- [UHS_Board_of_Regents_Policies_ALL](#)

3.2.13

Institution-Related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown has no institution-related foundations.

3.2.14

Intellectual Property Rights

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) has clear policies concerning the ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The intellectual property policies apply to all students, faculty, and staff in the University of Houston System, and they include [Board of Regents Policy 21.08 Intellectual Property Rights](#) and [System Administrative Memorandum 01.E.01](#), which establishes the System's Office of Intellectual Property Management to oversee issues of intellectual property for the entire University of Houston System in accordance with the Board Policy.

[Board Policy 21.08](#) is comprehensive, covering a wide range of intellectual property issues as required by Comprehensive Standard 3.2.14. The policy is published on the [Board of Regents website](#) and is comprised of the following sections:

- 21.08.1 Definitions
- 21.08.2 Standing Committee on Intellectual Property
- 21.08.3 Technology (including patents, trade secrets, etc.)
- 21.08.4 Copyrights
- 21.08.5 Commercialization of Board-Owned Intellectual Property and Copyrighted Material
- 21.08.6 Net Income Distribution
- 21.08.7 Business Participation




[System Administrative Memorandum 01.E.01](#) establishes the [UH Office of Intellectual Property Management \(OIPM\)](#) to aid the Chancellor in implementing [Board Policy 21.08](#). The OIPM is "responsible for the custody, management and licensing of intellectual property assets created within the System. These assets include patents, copyrights, trademarks, and tangible research property. OIPM is also responsible for promulgating guidelines to help ensure compliance with and enforcement of [Board policy 21.08.3](#)" ([SAM 01.E.01, §4.1](#)). The OIPM provides students, staff, and faculty with information and assistance with patenting, trademarking, or licensing of technologies or inventions in compliance with policy. An OIPM Intellectual Property Disclosure Form (included in the supporting documents) must be submitted before publicly disclosing the invention or technology. [SAM 01.E.01](#) is published in the System Administrative Memoranda section of the [UH Policies website](#). The [Policies and Procedures webpage on UHD's website](#) has links to the System Administrative Memoranda.

In compliance with the requirements of [Board Policy 21.08.2](#), the University of Houston System has a standing [Intellectual Property Committee \(IPC\)](#) with representatives from all UHS component universities. The [IPC's charge](#) includes advising the Chancellor on policy issues, evaluating inventions to determine disposition of property rights, and resolving copyright and equity disputes.

[The UHD Faculty Handbook](#) includes a discussion of the intellectual property policies and provides links to the relevant policies (28). [The UHD Graduate Guidelines](#) also includes a discussion of intellectual property rights and links to [Board Policy 21.08 \(11-12\)](#).

There have been no intellectual property disputes at University of Houston-Downtown.

Sources

-  [Intellectual_Property_Committee_Committee_Charge_webpage](#)
-  [OIPM_Disclosure_Form](#)
-  [Office_of_Intellectual_Property_Management_Website](#)
-  [SAM01E01_Office_of_Intellectual_Property_Management](#)
-  [UHD_Faculty_Handbook_2015 \(Page 35\)](#)
-  [UHD_Graduate_Guidelines_2015-2016 \(Page 11\)](#)
-  [UHD_Policies_Table_of_Contents_UHD](#)
-  [UHS_Board_of_Regents_Members](#)
-  [UHS_Board_of_Regents_Policies \(Page 14\)](#)
-  [UH_SAM_Policies_and_Procedures](#)

3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in ... educational programs, to include student learning outcomes.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results for educational programs, including student learning outcomes.

The University has established policies, practices, and infrastructure to ensure the effectiveness of educational programs, that student learning is systematically assessed, and that the results of assessment are used to improve student learning and program effectiveness. The University has established clear expectations, throughout the institution, that require educational programs to specify measurable student learning outcomes, create clear linkages between outcomes and curriculum, and use assessment results to improve students' learning.

UHD's mission establishes the foundation for continuous improvement in teaching and learning by declaring that the University's education programs will provide "strong academic and career preparation" that are reinforced by Goals 2 and 6 of the University's *Strategic Plan 2012-2020*:

- *UHD Strategic Plan 2012-2020* Goal 2 provides the foundation for the guiding question that faculty used in developing program learning outcomes: What should a graduate of this program know, value and be able to do? Goal 2 states:

"Consistent with the shared values of the University," faculty will "develop nationally and regionally prominent academic programs that provide students with high-impact experiences and opportunities to gain 21st-century skills".

- *UHD Strategic Plan 2012-2020* Goal 6 reiterates the University's commitment to educational quality with the following objective to:

"Develop the processes, programs, and facilities that support the institution's intent to provide a superior, student-centered learning environment and quality experiences." UHD will, "develop and utilize program-specific assessment procedures to ensure continuous review and refinement of all University processes, programs and facilities."

UHD's Approach to Assessment of Student Learning Outcomes

UHD offers 41 undergraduate degree programs and seven master's degree programs. Each program has developed an Assessment Plan based on a common format containing the following elements:

- The program's mission statement.
- Program-level student learning outcomes that articulate what a graduate of the program should know, value and be able to do.
- Assessment measures (at least two per learning outcome, one of which must be a direct measure of learning).
- Criteria for determining successful achievement of student learning outcomes.
- An updatable timeline according to which all program-level student learning outcomes are assessed and reported on annually over a six-year cycle.

Each degree program also prepares an annual assessment report based on a common format containing the following elements:

- The program-level student learning outcomes that were measured during the preceding year.
- A summary of findings resulting from assessing those outcomes.
- A statement of the degree to which students achieved those outcomes.
- A summary of strategies which will be implemented over the next academic year to improve student learning and assessment practices.
- A summary of actions taken to implement improvements called for in the previous year's assessment report.

The University's Assessment of Education Programs Policy (*PS 03.A.31*) places responsibility to act on assessment findings with the faculty and mandates that action must take place if students are not meeting faculty expectations. Faculty also hold responsibility for implementing initiatives once those actions have been identified.

Table 7 at the end of this standard contains the assessment plans, assessment reports, and support materials for all degree programs for 2010-2011 through 2013-2014. The 2014-2015 reports are due mid-December, 2015 and will be available for the site visitation team to review.

Since the first assessment cycle in 2007-2008, UHD's assessment program has improved considerably both in terms of the quality of the learning outcomes, measurement strategies, assessment reports, and the sophistication of the interventions faculty are employing to improve student learning. Since the 2010-2011 assessment cycle, 100 percent of all UHD's educational programs have established complete assessment plans that include measurable learning outcomes reflecting the primary focus of each program. Between 96 percent and 100 percent of programs submit annual assessment reports that describe the collection and evaluation of data relevant to program-level student learning outcomes, and identify strategies for improving learning and assessment practices. The unexpected retirement or death of faculty accounted for those few instances when an assessment report was not completed.

The degree programs' assessment plans and assessment reports are entered into the TracDat system along with supporting documents such as data sets, charts, graphs, assessment instruments, and notes from faculty assessment committee meetings. These materials are available throughout the year for faculty reference as they implement improved learning strategies and assess other learning outcomes.

Once a degree program's annual assessment report has been entered into TracDat, the department chair and college dean must sign off and the Provost receives an annual update on assessment activities across the University.

Evidence of a Strengthening Culture of Assessment

UHD has made significant strides in implementing initiatives designed to improve both learning and assessment practices. In 2007-2008, faculty proposed 124 initiatives, most of which dealt with strategies to improve assessment. Evidence of follow-up one year later was available for only 46 percent of those initiatives. As shown in Table 1 below, by the end of the 2012-2013 assessment cycle, there was evidence of implementation in 78 percent of both learning initiatives and assessment initiatives one year later.

Table 1: Assessment-Based Initiatives Proposed and Implemented											
2010-2011				2011-2012				2012-2013[1]			
Proposed Learning Initiatives	ImplementationRate	Proposed Assessment Initiatives	ImplementationRate	Proposed Learning Initiatives	ImplementationRate	Proposed Assessment Initiatives	ImplementationRate	Proposed Learning Initiatives	ImplementationRate	Proposed Assessment Initiatives	ImplementationRate
90	62%	84	73%	53	80%	62	74%	86	78%	65	78%

Over the past four years, 98 percent of UHD’s degree programs have implemented changes which directly impact student learning. Examples of these initiatives include:

- The College of Business established a college-wide writing support program for students who need additional help.
- Based on assessment data from ETS exams and student feedback, all College of Business programs now place significant emphasis on real-world applications, ensuring that students are able to apply their business knowledge effectively.
- The Department of Natural Sciences has redesigned its first- and second-year general science courses, providing majors a strong foundation in the sciences.
- Twenty-eight programs mapped the courses in their curricula to their program-level learning outcomes and identified areas in their curricula in need of revision or reinforcement in order to better address student learning outcomes. Examples of the curriculum maps noted here can be found in the table at the end of this narrative.
- Disciplines responsible for courses in the General Education Core have adopted syllabi templates for their courses because assessment data revealed that coverage of key topics was inconsistent.

Since reaffirmation in 2006, the University also made significant investments in the infrastructure necessary to ensure the assessment and documentation of student learning, including the following:

- Adoption of the Academic Assessment of Learning Outcomes in Degrees and Programs Policy (PS 03.A.31) that outlines who is responsible for assessing student learning, mandates the development of assessment plans for all academic programs, and establishes a process for the annual review of program learning outcomes.
- Adoption of the Online Education Policy (PS 03.A.37) that holds online programs to the same assessment standards as the face-to-face programs (section 3.2.4).
- Establishment of the Office of Academic Assessment and the hiring of a **Director of Academic Assessment** in 2009 to provide oversight and assistance with academic assessment.
- Establishment of the Academic Assessment Committee and the appointment of **Faculty Assessment Coordinators (FACs)**, who provide support and guidance to faculty as they develop and revise assessment plans, develop assessment tools, identify strategies for improving learning, and complete the annual assessment reports. AY2015 minutes for the committee may be found in the resource section of this standard.
- Implementation of TracDat, an assessment documentation management system.
- Implementation of an ongoing program of assessment-related professional development activities sponsored by the Office of Academic Assessment.
- Establishment of curriculum support committees for the BS-Interdisciplinary Studies and the BA/BS-Social Sciences which provide a dedicated group of tenured/tenure track faculty who conduct assessment and evaluate student performance, identify strategies for improvement and provide oversight to these interdisciplinary degrees.
- Participation of 60+ UHD faculty for five years at the Texas A&M Assessment Conference.
- Implementation of a process in which all new degree programs must develop an assessment plan and use the two years prior to the first cohort of graduates to develop and pilot assessment instruments.
- Implementation of a rubric-based **assessment plan** and **report** peer review process in which all programs receive one-on-one guidance to strengthen future assessment and reporting efforts. The FAC’s serve as the evaluation group in this process.
- In 2013, the College of Business hired a professional staff member to serve as the **College of Business Assessment Director**.

Overall, ninety percent of UHD’s degree programs have also implemented changes designed to improve assessment processes within the disciplines, reflecting the faculty’s maturing understanding of the field. Following are some examples:

- All programs changed their assessment plans in an effort to make program-level learning outcomes measurable, specific, and more applicable to the programs' missions.
- Assessment measures were revised to ensure they specifically measure the learning articulated in the outcomes and that measurement instruments align to the outcome being measured.
- All programs established success criterion for their assessment measures.
- All degree programs have adopted more sophisticated analytical rubrics which they either developed internally or adapted from the AAC&U VALUES Rubric project.
- Test-item analysis was conducted on end-of-program exams, and where necessary, have significantly revised those instruments.

Examples of Assessment and Continuous Improvement

The narrative below illustrates UHD's efforts to continually improve educational programs by establishing outcomes, gathering and evaluating data specifically tied to the outcomes, taking steps to improve based on the results and measuring again.

College of Business: The BBA Common Core is a collection of courses which all business majors must take immediately upon acceptance to the College of Business. The curriculum of these courses ensures that all graduates, regardless of major, have a foundational knowledge of accounting and finance, economics, management, marketing, business strategy and operations, and legal and ethical issues in business. Because of the importance of this foundational knowledge, the College of Business faculty established the following outcome and success criterion for all business disciplines:

Outcome: Successful College of Business graduates will demonstrate knowledge in the areas of the BBA Common Core.

Success Criterion: The mean total score (across all assessment indicators covering knowledge in the areas of the BBA common core) for COB majors will fall in the 50 percentile nationally.

This outcome is assessed using the **ETS Major Field Test (MFT) for the Bachelor's Degree in Business**, a 120-item, nationally-normed exam. When the exam was administered in 2009, the business majors scored in the 19th percentile. In 2011, when the MFT was administered again, and while some progress made, the students still fell short of the 50th percentile target.

In response to the 2011 assessment, the faculty determined that students would benefit from a systematic review of core business concepts prior to the administration of the ETS in the senior year. The COB contracted with a third party vendor to develop a web-based tutoring which covered fundamental business concepts including accounting, finance, information systems, management, marketing, economic, business analysis and the legal and social environment of business. The system was completed fully implemented in Fall 2014 as a mandatory part of the BA 4302 Business Capstone curriculum which all majors just take.

Table 2: ETS Longitudinal Data									
Major	2009			2011			2015		
	Number	Mean	Percentile	Number	Mean	Percentile	Number	Mean	Percentile
Accounting	52	145	15	70	146	23	99	150	43
EIS (CIS)	18	146	20	15	155	71	21	148	38
Finance	47	148	25	25	151	48	51	154	55
General Business	15	144	10	31	146	23	30	149	40
Insurance / Risk Management				3	149	38	Not Available		
International Business	15	148	25	18	148	34	Not Available		
Management	25	145	15	32	145	20	64	149	40
Marketing	22	146	20	8	143	14	Not Available		
Supply Chain Management	7	148	25	7	148	38	27	151	46

The ETS was administered to the first group of students who had completed the online review in BA4302 in Spring 2015 and all but one discipline showed improvement over the prior two ETS administrations.

Faculty felt the improvement in performance was an indication that the online reviews were helping. The faculty are now refining the way the online review is assigned to students. For example, the faculty identified the ETS subtopics with the overall weakest performance and are now assigning the tutoring reviews relating to those subtopics first. The faculty will measure this outcome again in 2018.

History: The History faculty have designed the curriculum to prepare History majors to "think like historians." The learning outcome and success criterion aligned with that goal is:

Outcome: Graduates of the History program will demonstrate the intellectual discipline necessary for historical study.

Success Criterion: Mean rubric score of 3.0 or higher among a sample of Jr. and Sr. history majors.

Faculty evaluate the degree to which students have met the success criterion by applying a rubric to papers from upper-division history courses. In 2010 when this outcome was first measured, student performance on both the overall mean as well as the individual rubric dimensions all fell below the target of 3.0.

In response, faculty adopted two strategies: All faculty teaching upper division History courses:

- Incorporated compare - and - contrast exercises/assignments to improve student performance on the lowest rubric dimension "evaluation of relevant data;" and
- Expanded the number of short paper assignments to give student more opportunities to practice skills related to the outcome and to provide more opportunities for feedback.

The outcome was measured again in 2012 and students met the 3.0 mean on all dimensions.

Dimensions	AY2010 N = 20	AY2012 N = 28
Sensitivity to Context	2.70	3.18
Use of Evidence	2.90	3.21
Evaluation of Relevant Data	2.60	3.07
Mean	2.70	3.20

Assessment of Programs Delivered Online and at Off-Campus Sites

Prior to 2010-2011, UHD had very few online and off-campus program offerings. Most graduates completed the majority of their UHD coursework in face-to-face classes at the downtown campus. Between Spring 2009 and Fall 2011, 6,738 students completed their degrees at UHD. On average, they completed 82 percent of their UHD courses in face-to-face classes at the downtown campus, less than 4 percent completed their degrees without taking any face-to-face classes on the parent campus, and less than one percent completed their degrees entirely online.

Because of the limited number of online and off-campus students, the assessment of learning in degree programs has focused solely on students in face-to-face classes at the downtown campus, either by using senior portfolios which all students within certain majors complete, or assessment measures embedded within courses. This approach was sufficient to assess the learning of the vast majority of students. UHD had not attempted to assess the learning of online and off-campus students because those cohorts have been too small to yield meaningful analysis.

In 2010, UHD began significant expansion of online course offerings, and all but a few of UHD's courses have now been authorized for online delivery. Therefore for many of UHD's degree programs it was potentially possible (though it rarely happened) for students to earn at least 50 percent of the credit hours required for graduation online. However, the programs listed in Table 3 have guaranteed that all of the upper-division (junior and senior) or graduate courses required in their programs are available online, so that a student who has completed all of the required freshman and sophomore courses may complete their degree entirely online. This list is current as of Spring 2015.

Table 4: UHD Degree Completion Programs [2]
College of Business
BBA General Business
BBA Enterprise Information Systems
BBA Finance
BBA Insurance & Risk Management
BBA International Business
BBA Management
BBA Marketing
BBA Supply Chain Management
College of Humanities & Social Sciences
BA Communication Studies
BA Humanities
BS Professional Writing
BS Psychology
MA Non-profit Management
College of Public Service
BS Criminal Justice
BAAS Criminal Justice
MS Criminal Justice
MA Teaching
University College
BAAS Applied Administration
BS Interdisciplinary Studies

It is now possible for students in the BA-Interdisciplinary Studies (Urban Education) program to earn at least 50 percent of their required SCHs the off-campus sites at UHD-Northwest and Lone Star College-Kingwood. In addition, students in 32 other degree programs may earn at least 50 percent of their of their required SCHs at the UHD-Northwest Campus.

In anticipation of more students pursuing degrees online and at off-campus sites, UHD revised the policy on Academic Assessment of Learning Outcomes in Degrees and Programs (PS 03.A.31) to describe the conditions under which the assessment of learning outcomes will be conducted separately for cohorts of students earning their degrees primarily online or off-campus. The goal of this revision is to ensure that students in these cohorts are succeeding at levels comparable to those completing their degrees primarily in face-to-face classes at the downtown campus. According to this revision:

A program must disaggregate assessment results by cohort once the total number of graduates completing 50 percent or more of their UHD coursework online or at a SACSCOC-approved off-campus site reaches twenty during an academic year for undergraduate programs or ten for graduate programs.

Once a program has met the threshold for disaggregation, it must continue to disaggregate data by delivery mode and/or location for subsequent assessment cycles unless there is a significant change such as closing a program at an off-site location.

The expectation is that online and off-site students are held to the same learning outcomes and performance expectations as students in the face-to-face courses on the Downtown campus. Should the online or off-site students' performance not be on par with their peers at the main campus, there is an expectation that faculty will take action to address student success problems in which ever group underperforms.

The following degree programs have reached this threshold and must report disaggregated data:

Table 5: Disaggregation Schedule for Academic Programs		
Online	Kingwood	Northwest
Interdisciplinary Studies (ISS) (2013-2014) [3]	BA-IS Urban Ed (2013/2014)	BA-IS Urban Ed (2013/2014)
Criminal Justice (CJ)(2013/2014)		
Psychology (PSY)(2013/2014)		
Communication Studies (COMM) (2013/2014)		
General Business (GBUS) (2014-2015)		
Finance (FINA) (2014-2015)		
Management (MGT) (2014-2015)		
Enterprise Information Systems (EIS) (2014-2015)		
Accounting (ACC) (2014-2015)		

In 2013-2014, all programs required to begin disaggregating data by location or mode of instruction did so. During the first round of disaggregation, faculty found that in most cases students in online/off-site learning environments were performing on par with or better than their peers at the Downtown campus. In those instances for which student performance was not as strong, faculty are taking action to improve student learning.

For example, the first-attempt pass rate on the **TEXES teacher licensure exam** for the BA-Interdisciplinary Studies, Urban Education students at the Kingwood campus met the success criterion but student performance at the Downtown and Northwest campuses fell slightly below the success criterion. While this may be a statistical anomaly, the faculty nevertheless implemented review sessions to assist students at these campuses to better prepare them for the TEXES exam.

Please see the academic year 2014 assessment reports in Table 7 at the end of this section to review disaggregated data for the BS Interdisciplinary Studies, the BA-IS Urban Education, the BS Criminal Justice, the BS Psychology and the BA Communication Studies programs.

In addition to programs that are offering significant portions of the degrees at different locations and different modes, some programs are only offered online or off-site. Examples include:

- Master of Arts in Teaching: Only available online.
- Master of Security Management for Executives: Only available at UHD-Northwest.
- BAAS-Applied Administration: Only available online.

These programs are subject to the same assessment requirements as face-to-face programs so performance of online students in these areas is also monitored. Please see the assessment reports in the Resources section to review student performance in these programs.

Degree Programs with Discipline-Specific Accreditations

Several degree programs at UHD are accredited by discipline-specific accreditors or state agencies. While some of these accreditation reviews may not demonstrate the same rigorous standards mandated by CS 3.3.1.1, they provide examples of ongoing efforts by these programs to document assessment activities and the improvement of student learning. In each case, the assessment practices required for these discipline-specific accreditations have been aligned with UHD's process of assessing student learning outcomes. Table 2 below lists the programs which undergo these regular program reviews, the professional organizations with which they are affiliated, and the date when the next review is scheduled.

Table 6: UHD Degree Programs with Discipline-Specific Accreditations			
Program	Accrediting Agency	Accreditation History	Next Scheduled Review
BSW/Social Work	Council on Social Work Education	New program in 2009. Initial application for accreditation submitted 2008. Site visit February 21-22, 2012	2016
BBA/all majors	AACSB-International	All BBA majors have been continuously accredited since 1994. The most recent site visit occurred in 2013.	Accredited through 2018.
BA/Interdisciplinary Studies with teacher certification	Texas Education Association	TEA bases its accreditation on graduates' Texas certification exam test scores. The program has maintained accreditation since inception. The most recent site visit occurred February 2-3, 2011.	Per the Texas Administrative Code (TAC Title 19 Part 7 Rule 228.10), TEA is required to conduct a review every 5 years. TEA has not announced the specific date of the next review.
BSET/Control and Instrumentation Engineering Technology	Engineering Technology Accreditation Commission-ABET	Maintained accreditation since 1992. The most recent site visit occurred December 1-3, 2013.	Accredited through 2020.
BSET/Structural Analysis and Design Technology	Engineering Technology Accreditation Commission-ABET	Maintained accreditation since 1992. The most recent site visit occurred December 1-3, 2013.	Accredited through 2020.
BS/Chemistry	American Chemical Society	Maintained ACS approval since 2009	Department provides annual report with periodic review upon ACS request

Periodic Program Review

Academic program reviews are conducted per the requirements of the Texas Higher Education Coordinating Board (THECB). In 2011, the Texas Higher Education Coordinating Board revised rules to add new criteria and procedures for the review of existing graduate programs on a seven-year cycle. Texas Administrative Code-Rule 5.52 stipulates that the review process shall include at least one external reviewer with subject-matter expertise employed by an institution of higher education outside of Texas and must include, but is not limited to:

- Student retention rates
- Student enrollment
- Graduate licensure rates (if applicable)
- Alignment of program with stated program and institutional goals and purposes
- Program curriculum and duration in comparison to peer programs
- Program facilities and equipment
- Program finance and resources
- Program administration
- Faculty qualifications

The review of UHD graduate programs was initiated during fall 2012. The schedule of program reviews has been submitted by UHD and approved by the Texas Higher Education Coordinating Board.

Table 7: Academic Programs Assessment Plans and Reports						
Program	Active Assessment Plan	2010-2011 Report	2011-2012 Report	2012-2013 Report	2013-2014 Report	Sample Curriculum Maps
College of Business						
BBA Accounting	X	X	X	X	X	
BBA Enterprise Information Systems	X	X	X	X	X	

BBA Finance		X	X	X	X	X	
BBA General Business		X	X	X	X	X	Curriculum Map
BBA-Insurance & Risk Management		X	X	X	X	X	Curriculum Map
BBA International Business		X	X	X	X	X	Curriculum Map
BBA Management		X	X	X	X	X	Curriculum Map
BBA Marketing		X	X	X	X	X	
BBA Supply Chain Management		X	X	X	X	X	
MSME Security Management for Executives		X	X	X	X	X	
MBA		X			X	X	Examples of Course SLO to PLO Mapping GBA5202 MBA6252
MBA Accounting Graduate Certificate	New Certificate S2015 Plan under development						Curriculum Map
MBA Business Development/Sales Management Graduate Certificate	New Certificate S2015 Plan under development						
MBA Accounting Graduate Certificate	New Certificate S2015 Plan under development						Curriculum Map
MBA Finance Graduate Certificate	New Certificate						Curriculum Map
MBA Human Resource Management Certificate	New Certificate						Curriculum Map
MBA Leadership Graduate Certificate	New Certificate						Curriculum Map
MBA Supply Chain Management Graduate Certificate	New Certificate						Curriculum Map
College of Humanities & Social Sciences							
BA Communications Studies		X	X	X	X	X	
BA English		X	X	X	X	X	
BA Fine Arts		X	X	X	X	X	
BA History		X	X	X	X	X	Curriculum Map
BA Humanities		X	X	X	X	X	
BA Philosophy		X	X	X	X	X	
BA-BS Social Sciences		X	X	X	X	X	
BA Spanish		X	X	X	X	X	
BS Health and Behavioral Science	New Program						Curriculum Map pt 1 Curriculum Map pt 2
BS Political Science		X	X	X	X	X	
BS Professional Writing		X	X	X	X	X	
BS Psychology		X	X	X	X	X	Curriculum Map
BS Sociology		X	X	X	X	X	
MA Non-profit Management (new program)		X				X	Curriculum Map
MA Rhetoric & Composition (new program)		X				X	Curriculum Map
MS Technical Communication		X	X	X	X	X	
College of Public Service							

Alternative Certification Program	X	X	X	X	X	
BAAS Criminal Justice	X	X	X	X	X	
BA Interdisciplinary Studies (Urban Education)	X	X	X	X	X	Curriculum Map 4-8 Curriculum Map EC-6
BS Criminal Justice	X	X	X	X	X	
BSW Social Work	X	X	X	X	X	
MA Teaching	X	X	X	X	X	
MS Criminal Justice	X	X	X	X	X	
College of Sciences & Technology						
BA Mathematics and Secondary mathematics Teacher Certification (new program)	X					
BAAS Safety Management	X	X			X	
BA/BS Mathematics	X	X	X	X	X	
BS Applied Statistics	X	X	X	X	X	
BS Biological and Physical Sciences	X	X	X	X	X	Curriculum Map
BS Biology	X	X	X	X	X	
BS Biotechnology	X	X	X	X	X	Curriculum Map
BS Chemistry	X	X	X	X	X	Curriculum Map
BS Computer Science	X	X	X	X	X	
BS Geosciences (new program)	X				X	
BSET Control & Instrumentation Engineering Technology	X	X	X	X	X	Curriculum Map
BSET Structural Analysis w/Design Option Engineering Technology	Combined with AY2012 Report		X	X	X	Curriculum Map
Developmental Math	X					
University College						
BAAS Applied Administration	X	X	X	X	X	Curriculum Map
BS Interdisciplinary Studies	X	X	X	X	X	
General Education						
General Education*	Revised Core Assessment Plan	X	X	X	X	
*Supporting documents for General Education can be found in the resource section for this standard.						

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 - AY2014_MSME_Assessment_Plan
 - AY2014_MSME_Assessment_Report

MS-Technical Comm

- AY2011_MS_Tech_Comm_Assessment_Report
- AY2012_MBA_Assessment_Report
- AY2012_MS_Tech_Comm_Assessment_Report
- AY2013_MS_Tech_Comm_Assessment_Report
- AY2014_MS_Tech_Comm_Assessment_Plan
- AY2014_MS_Tech_Comm_Assessment_Report

Discipline-specific Accreditation

- AACSB Accreditation
- ACS Approval Program for Bachelor's Degree Programs - American Chemical Society
- Council on Social Work Education (CSWE) - Accreditation
- Engineering Technology Accreditation Commission _ ABET

Job Descriptions

- COB_Assessment_Director_Job_Description
- FAC_Job_Description
- University_Director_Academic_Assessment_Job_Description

Sample_Curriculum_Maps

- ACC Industry LO to Academic LO mapping
- AY2009_BS_Psychology_Curriculum_Map
- AY2010_Supply_Ch_Mgmt_Curriculum_Map
- AY2011_GBA_5202_Course-level_Curriculum_Map
- AY2011_MA_Non-Profit_Management_Curriculum_Map
- AY2011_MBA_6252_Course-level_Curriculum_Map
- AY2012_Bio-Tech_Curriculum_Map
- AY2012_General_Business_Curriculum_Map
- AY2012_Int_Bus_Curriculum_Map
- AY2012_IRM_Curriculum_Map
- AY2012_Management_Curriculum_Map
- AY2013_BSET_SAD_Curriculum_Map
- AY2014_BAIS_Urban_Education_4-8_Program_Curriculum_Map
- AY2014_BAIS_Urban_Education_EC-6_Bilingual_Program_Curriculum_Map
- AY2014_BSET_CIET_Curriculum_Map
- AY2014_History_Curriculum_Map
- AY2014_MARC_Curriculum_Map_9_30_14
- AY2015_Health&Behavioral_Sciences_Curriculum_Map
- AY2015_Health&Behavioral_Sciences_Curriculum_Map pt2
- BS_Bio&Phy_Sci_Curriculum_Map
- BS_Chemistry_Curriculum_Map Bio-Chem_Concentration
- BS_Chemistry_Curriculum_Map Env_Concentration
- BS_Chemistry_Curriculum_Map Part 2
- Curriculum_Map_BAAS_Applied_Adminv5 3
- Finance Industry LO to Academic LO mapping
- HRM Industry LO to Academic LO mapping
- HRM Industry LO to Academic LO mapping
- IB Industry LO to Academic LO mapping 4
- Leadership Industry LO to Academic LO mapping v3
- SCM Industry LO to Academic LO mapping current v2
- AY2013_MS_Criminal_Justice_Program_Review
- AY2014_MSME_Security_Management_Program_Review
- AY2015_MA_Teaching_Program_Review
- CIP_Assessment_Plan_Rubric
- CIR_Assessment_Report_Rubric 13 14
- Major Field Tests_Bachelor's Degree in Business
- PS03A31 Assessment of Educational Programs
- PS03A37_Online_Education_Policy
- TAC_19_5_C_5-52
- TAC_Title_19_Part7_Rule228.10

 THECB Program Review Schedule 2013-2019

 Texas_Teacher_Ed_Required_&_Replacement_Tests3-20-15

 UHD_Strategic_Plan_2012-2020

 VALUE Rubric Development Project _ Association of American Colleges & Universities

3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in ... administrative support services.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) identifies expected outcomes for administrative support services, assesses the extent to which administrative support services achieve these outcomes, and provides evidence of improvement based on an analysis of the results. The Director of Co-Curricular and Operations Assessment coordinates a continuous improvement process that requires administrative support units to maintain a Continuous Improvement Plan and to submit a Continuous Improvement Report each year. Each unit's Continuous Improvement Plan uses a common format containing the following elements:

- The unit's mission statement;
- Effectiveness outcomes and, for units for which it is appropriate, student learning outcomes;
- At least one direct assessment measure for each outcome, although most outcomes are measured using multiple measures;
- Criteria for determining successful achievement of the outcomes; and
- A timeline specifying when data are collected and when each outcome is assessed and reported upon over a cycle of at least six years.

Each unit's annual Continuous Improvement Report uses a common format containing the following elements:

- The outcomes that were measured during the reporting year,
- A summary of findings resulting from assessing those outcomes,
- A statement of the degree to which the unit achieved those outcomes,
- A summary of strategies that will be implemented over the next academic year to improve unit effectiveness and assessment practices, and
- A summary of actions taken to implement improvements called for in the previous year's assessment.

Continuous Improvement Reports

UHD's administrative support units have engaged in continuous improvement efforts throughout the University's history; however, fiscal year 2011-2012 was the first year in which these units developed formal Continuous Improvement Plans and Reports using a common format. The chart below summarizes the growth of assessment reporting over the past five years.

Table 1: Continuous Improvement Plans and Reports		
Assessment Cycle	Units with Active Continuous Improvement Plans	Units Submitting Continuous Improvement Reports
2011-2012	9	8
2012-2013	18	18
2013-2014	17*	16
2014-2015	17	17

*During reorganization in 2013, the Office of Community Relations was closed and its responsibilities were shifted to other units, resulting in a reduction in the number of plans in 2013-2014.

Continuous Improvement Plans and Continuous Improvement Reports are entered into the assessment database in TracDat. These materials are available throughout the year for staff and administrators to reference as they implement strategies for improving effectiveness or to assess specific outcomes.

Once a unit's annual Continuous Improvement Report has been entered into TracDat, it must receive approval from the unit head and from administrators up to the level of the vice president of the division in which the unit is located. Continuous Improvement Plans and Continuous Improvement Reports for fiscal years 2012, 2013, 2014, and 2015 are available through links at the end of this standard.

Evidence of Research-Based Evaluation of Institutional Effectiveness and Improvement

The following section offers two of examples of the programs that gathered data specifically tied to outcomes, evaluated the data, took steps to improve based on the results, re-measured, and noted improvement in performance or learning.

Employment Services and Operations (ESO)

To fulfill Effectiveness Outcome #7: "UHD employees benefit from a competitive salary plan and structure that includes total compensation," UHD commissioned Ulibarri-Mason Global HR LP (Global) in Fall 2012, to conduct a faculty and staff compensation study for the purpose of ensuring that UHD maintains a fair, equitable, and competitive compensation structure. As part of the study, Global compared UHD's staff positions and salary structure to comparable positions in the broader labor market. The study resulted in 503 staff members receiving equity-based salary increases totaling \$1.23 million over a two-year period.

Ulibarri-Mason Global also conducted a faculty compensation study that used the College and University Professional Association (CUPA) 2012-13 Faculty in Higher Education Salary Survey data by discipline for UHD master's-level peer institutions. UHD used the results of this study to address salary compression and inversion, resulting in 248 faculty receiving equity-based salary increases totaling \$551,482.

The results of both studies and the equity-based increases have positioned UHD to be more competitive and able to attract and retain highly qualified faculty and staff.

Good record keeping is a critical requirement of the Employment Services and Operations (ESO) office. Effectiveness Outcome #2 directly addresses this requirement: "ESO will ensure that employee records are accurately maintained in accordance with university/system policies and governmental regulations." Employment Services and Operations ESO is responsible for ensuring that the University maintains accurate and complete employee records to include documentation of faculty and staff credentials. A 2013 audit of a sample of employee records revealed 96 percent of files with complete documentation. To get a clean audit report, ESO staff developed an employee file checklist and a follow-up audit in September 2014 revealed that 99.99 percent of all required documentation was received and scanned into the employees' electronic personnel files. The second audit found only one document incorrectly indexed, and that exception was corrected immediately.

University Advancement

University Advancement uses data-driven decision making to fulfill its mission:

The Division of University Advancement builds and strengthens relationships with diverse constituencies to provide financial and volunteer support to the university, its students, faculty and staff.

In 2011, as a result of fundraising data and donor source analysis, UHD launched its first comprehensive fundraising campaign, soliciting gifts from a broad range of constituents including alumni, UHD employees, and other members of the community. In 2013, alumni and faculty/staff gifts exceeded the goal by 9 percent and overall gifts to the Annual Fund increased by 44.5 percent over the prior year. Actual funds raised have continued to increase, in part due to University Advancement's strong focus on alumni and volunteer engagement, as well as a robust campus-wide employee giving initiative.

Table 2: Fundraising				
Fiscal Year Sept. 1 – Aug 31	FY 2012	FY 2013	FY 2014	FY 2015 YTD 6/30/15
Foundation, Corporate Giving and Other Organizations	\$977,609	\$2,294,226*	\$989,952	\$1,760,961*
Gifts from Non-Alumni	\$2,098,194*	\$112,332	\$226,362	\$126,637
Alumni	\$56,746	\$107,410	\$98,825	\$174,929
Total Raised	\$3,132,549	\$2,513,968	\$1,315,139	\$2,062,528
Annual Fund**	\$86,511	\$125,076	\$219,859	\$305,129
2012* Includes a one-time gift of \$2,000,000 2013* Includes a one-time gift of \$1,000,000 2015* Includes a one-time gift of \$1,000,000 ** Annual Fund totals are inclusive of Alumni, Faculty/ Staff and Non-Alumni gifts, of less than \$10,000.				

The dollar figures in Table 2 above are calculated on the academic/fiscal year-end totals and will not match figures quoted in annual reports in TracDat. TracDat reports are reported on a timeframe to allow for ad hoc reporting.

UHD Strategic Plan 2012-2020 Goal 5 is to "Strengthen external relations and support of the University with its alumni, friends of the University, the local and regional communities and legislative and government entities."

To advance UHD's Goal 5, University Advancement's Effectiveness Outcome#1, "Engagement - Alumni and others participate in activities and/or serve as volunteers for the institution," makes alumni participation a key focus segment, and alumni participation has continued to grow. In addition to increased attendance at dedicated alumni events, participation is notable in other engagement opportunities across the institution.

As of March 2015, alumni focus or participation events has included four major events, with four additional events involving alumni in an ad hoc capacity in smaller numbers. For major events, alumni attendance was 1,910, a 48 percent increase over the previous year. Events included the Downtown Social Series, the 40th Anniversary Gala, and two Cap & Gown events. Alumni also participated in career panel presentations, College of Business curriculum working groups, the Freshman Reader activities, among others. Informal events also directly benefit students, giving them opportunities to network, gain unique professional and workforce perspectives from alumni, and see the benefits of the UHD degree.

Additional Evidence

The following table contains links to the most recent Continuous Improvement Plans (CIPs) and the last three years' Continuous Improvement Reports (CIRs) for UHD's administrative support service units. The 2012-2013 and 2013-2014 Continuous Improvement Reports were produced using the TracDat software. In these reports, the final column (Improvement Strategy & Follow-Up) typically includes one or more recommended improvement strategies based on assessment findings, descriptions of follow-up actions taken to implement the strategies, and the most recent status of the follow-up actions. Many units submitted their 2014-2015 Continuous Improvement Reports before the 2014-2015 year ended so that they could be included in this report. Because of the early submission, in some cases this final column describes strategies that have been recommended for implementation but that have not yet been fully implemented or completed. In other cases, however, the unit was able to report completed actions even though the 2014-2015 year had not yet ended.

Table 3: Continuous Improvement Plans and Reports for Administrative Support Services					
Administrative Support Services	CIPs	CIRs			
		2011-2012	2012-2013	2013-2014	2014-2015**
Accounts Payable & Travel	CIP	CIR	CIR	CIR	CIR
Administration & Finance Division	CIP		CIR	CIR	CIR
Budget & Procurement	CIP		CIR	CIR	**
Business Affairs	CIP		CIR	CIR	CIR
Business Services	CIP		CIR	CIR	CIR
Campus Police	CIP	CIR	CIR	CIR	CIR
Distance Education	CIP			CIR	CIR
Emergency Management	CIP	New Unit in 2013		CIR	CIR
Employment Services & Operations	CIP		CIR	CIR	CIR
Facilities Management	CIP		CIR	CIR	**
General Accounting	CIP		CIR	CIR	CIR
Information (Institutional) Technology***	CIP	CIR	CIR	CIR	CIR***
Institutional Research	CIP	CIR	CIR	CIR	**
Office of Research & Sponsored Programs	CIP		CIR	CIR	**
Risk Management & Compliance	CIP	CIR	CIR	CIR	**
Student Accounting & Cashier	CIP		CIR	CIR	CIR
University Advancement	CIP	CIR	CIR	CIR	CIR
University Relations	CIP	CIR	CIR	CIR	CIR
<p>** Fiscal Year 2015 reports are preliminary and in most cases based on preliminary data. Complete data are available at the end of the fiscal year, after August 31, 2015. Annual reports are due in November of every year, at which time all units complete annual assessment activities; hence not all units currently have completed their CIRs for 2014-2015.</p> <p>*** Information Technology now provides reports at the sub-unit level, facilitating greater efficiency and transparency.</p>					

Cross Reference

Core Requirement 2.5

Sources

<ul style="list-style-type: none"> Account Payable & Travel <ul style="list-style-type: none"> Account_Payable_&_Travel_CIP AY12_Accounts_Payable_&_Travel_Assessment_CIR AY13_Accounts_Payable_&_Travel_Assessment_CIR AY14_Accounts_Payable_&_Travel_Assessment_CIR AY15_Accounts_Payable_&_Travel_Assessment_CIR Administration & Finance Division <ul style="list-style-type: none"> Administration_&_Finance_Div_CIP AY13_Adminstration_&_Finance_Division_CIR AY14_Adminstration_&_Finance_Division_CIR AY15_Adminstration_&_Finance_Division_CIR Budget & Procurement <ul style="list-style-type: none"> AY13_Budget_&_Procurement_CIR AY14_Budget_&_Procurement_CIR Budget_&_Procurement_CIP
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Business Affairs

- AY13_Business_Affairs_Dept_CIR
- AY14_Business_Affairs_Dept_CIR
- AY15_Business_Affairs_Dept_CIR
- Business_Affairs_CIP

Business Services

- AY13_Business_Services_CIR
- AY14_Business_Services_CIR
- AY15_Business_Services_CIR
- Business_Services_CIP

Campus Police

- AY12_Campus_Police_CIR
- AY13_Campus_Police_CIR
- AY14_Campus_Police_CIR
- AY15_Campus_Police_CIR
- Campus_Police_CIP

Distance Education

- AY14_Distance_education_CIR
- AY15_Distance_education_CIR
- Distance Education PLAN (CIP)

Emergency Management

- AY14_Emergency_Management_CIR
- AY15_Emergency_Management_CIR
- Emergency_Management_CIP

Employment Services & Operations

- AY13_Employment_Services_&_Operations_CIR
- AY14_Employment_Services_&_Operations_CIR
- AY15_Employment_Services_&_Operations_CIR
- Employment_Services_&_Operations_CIP

Facilities Management

- AY13_Facilities_Management_CIR
- AY14_Facilities_Management_CIR
- Facilities_Management_CIP

General Accounting

- AY13_General_Accounting_CIR
- AY14_General_Accounting_CIR
- AY15_General_Accounting_CIR
- General_Accounting_CIP

Information (Institutional) Technology

- AY12_Information_Technology_CIR
- AY13_Information_Technology_CIR
- AY14_Information_Technology_CIR
- AY15_Informational_Technology_combined_CIR
- Information_Technology_CIP

Institutional Research

- AY12_Institutional_Research_CIR
- AY13_Institutional_Research_CIR
- AY14_Institutional_Research_CIR
- Institutional_Research_CIP

Office of Research & Sponsored Programs

- AY13_ORSP_CIR
- AY2014_Office_of_Research_&_Sponsored_Programs_CIR
- ORSP_CIP

■ Risk Management & Compliance

📄 AY12_Risk_Compliance_&_Management_CIR

📄 AY13_Risk_Compliance_&_Management_CIR

📄 AY14_Risk_Compliance_&_Management_CIR

📄 Risk_Management_&_Compliance_CIP

■ Student Accounting & Cashier

📄 AY13_Student_Accounting_&_Cashiers_CIR

📄 AY14_Student_Accounting_&_Cashiers_CIR

📄 AY15_Student_Accounting_&_Cashiers_CIR

📄 Student_Accounting_&_Cashiers_CIP

■ University Advancement

📄 AY12_University_Advancement_CIR

📄 AY13_University_Advancement_CIR

📄 AY14_University_Advancement_CIR

📄 AY15_University_Advancement_CIR

📄 University_Advancement_CIP

■ University Relations

📄 AY12_University_Relations_CIR

📄 AY13_University_Relations_CIR

📄 AY14_University_Relations_CIR

📄 AY15_University_Relations_CIR

📄 University_Relations_CIP

📄 UHD_Strategic_Plan_2012-2020

3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in ... academic and student support services.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown's academic and student support service units identify expected outcomes, assess the extent to which they achieve these outcomes, and provide evidence of improvement based on analysis of the results. The Director of Co-Curricular and Operations Assessment coordinates a continuous improvement process that requires academic and student support units to maintain a Continuous Improvement Plan and to submit a Continuous Improvement Report each year.

Each unit's Continuous Improvement Plan uses a common format containing the following elements:

- The unit's mission statement.
- Effectiveness outcomes and, for units for which it is appropriate, student learning outcomes.
- At least one direct assessment measure for each outcome, although most outcomes are assessed using multiple measures.
- Criteria for determining successful achievement of the outcomes.
- A timeline specifying when data are collected and when each outcome is assessed and reported upon over a cycle of at least six years.

Each unit's annual Continuous Improvement Report uses a common format containing the following elements:

- The outcomes that were measured during the reporting year.
- A summary of findings resulting from assessing those outcomes.
- A statement of the degree to which the unit achieved those outcomes.
- A summary of strategies that will be implemented over the next academic year to improve unit effectiveness and assessment practices.
- A summary of actions taken to implement improvements called for in the previous year's Continuous Improvement Report.

While UHD's academic and student support services have engaged in continuous improvement efforts throughout the University's history, academic year 2011-2012 was the first year in which these units developed formal Continuous Improvement Reports using a common format. Table 1 below provides an overview of the growth of assessment reporting over the last five years.

	Units with Active Assessment Plans	Units Submitting Assessment Reports
2011-2012	9	8
2012-2013	22	22
2013-2014	28	26
2014-2015	26*	9**

*The number of active plans was reduced from 28 to 26 due to the consolidation of units during the 2014 reorganization of Student Services.

**The remaining 17 are due November 2015.

Continuous Improvement Plans and Continuous Improvement Reports are entered into the assessment database housed in TracDat. These materials are available throughout the year for staff and administrators to reference as they implement strategies for improving effectiveness or to assess other outcomes.

Once a unit's annual Continuous Improvement Report has been entered into TracDat, it must receive approval from the unit head and from administrators up to the level of the vice president of the division in which the unit is housed.

The 2011-2012, 2012-2013, 2013-2014 and 2014-2015 continuous improvement cycles for academic and student support units yielded significant findings, identifying both activities that are producing positive results and those that need improvement. Continuous Improvement Plans and Continuous Improvement Reports for the various academic and student support services are available through links at the end of the narrative.

Examples of Assessment Leading to Improvement in Academic and Student Support Services

The following sections offer examples of programs that gathered data specifically tied to outcomes, evaluated the data, took steps to improve based on the results, re-measured, and noted improvement in performance or learning.

International and Study Abroad Programs

The Office of International and Study Abroad Programs conducted an initial student satisfaction survey in AY2012 in which 52 students responded. In their responses, students described problems with the academic rigor of their trips, the reliability and timeliness of the information they received, the organization of the trips, safety concerns, the quality of food, and housing issues.

Over the next three years, the Office of International and Study Abroad Programs implemented the following improvements:

- The Office of International and Study Abroad Programs staff developed forms and standardized processes relating to the planning of study abroad trips to ensure that the trip was well-planned before it was promoted to students. Examples of forms include:
 - [HIP Travel Scholarship Application \(2014\)](#)
 - [HIP Travel Scholarship Webpage \(2014\)](#)
 - [Online Study Abroad Profile Application](#)
 - [The Faculty-led Trip Approval Form](#)
- Orientation sessions were implemented to assist faculty in planning all aspects of the study abroad program, including integration of academic rigor.
- A [faculty handbook](#) was developed.
- A [safety orientation](#) was created to ensure that faculty were planning for the safety of students while traveling. The checklist also included guidelines to address emergency situations during the trip.
- A student orientation was implemented to prepare students for the study abroad experiences.
- A [travel packet](#) was developed for each trip as a companion to the orientation program.
- Office of International and Study Abroad Programs staff developed a [scholarship handbook](#) to assist students in funding the travel component.

As Table 2 illustrates, student satisfaction has steadily improved with the implementation of these changes in study abroad programs.

Students Responding "Satisfied" or "Extremely Satisfied" on:	2011-2012 Survey N = 52	2013-2014 Survey N = 33
Academic rigor, intensity, resources	33%	100%
Overall educational experience	71%	97%
Scholarship application process	75%	97%
Safety during travel	84%	97%
Health issues	63%	97%
Housing	78%	73%
Food	73%	75%

Satisfaction with food has increased slightly but housing declined. The Office of International and Study Abroad Programs talked with students about this aspect of the trips and the Director's assessment is that much of the dissatisfaction stems from culture shock, particularly when students are traveling in poor countries.

The Office of International and Study Abroad Programs is now revising the student pre-departure orientation to better prepare students for the housing and food differences that they will encounter on their trips.

Increases in the numbers of successful study abroad trips experienced by students was the result of formalizing processes, assuring communication is clear and timely, developing additional printed materials, and including pertinent information of the International Programs websites. From two trips in 2008 to nine in 2014, the program expects continued growth. Likewise, the number of colleges participating has doubled. A breakdown of the trips offered and delivered include:

2008/2009: Two trips were offered, by two departments—Natural Sciences (CST) and Criminal Justice (CPS).

2009/2010: Two trips were offered, by two departments—Natural Sciences (CST) and Arts and Humanities (CHSS).

2010/2011: Three trips were offered by four departments—Natural Sciences (CST), Criminal Justice (CPS) and a joint collaboration between English and the Arts and Humanities Department (CHSS).

2011/2012: Four trips sponsored by three of college departments—Finance, Accounting and Computer Information Systems (COB) sponsored two trips. English (CHSS) and Natural Sciences (CST) sponsored one trip each.

2012/2013: Seven trips offered by four colleges and six departments—Finance, Accounting, and Enterprise Information Systems (COB) to Panama; Management, Marketing and Business Administration (COB) to Singapore; English (CHSS) to Taiwan; Arts and Humanities (CHSS) to Costa Rica; Arts and Humanities (CHSS) to Greece; Criminal Justice (CPS) to Spain and Portugal; and Natural Sciences (CST) to Poland.

2013/2014: seven trips offered by four colleges and seven departments—Finance, Accounting and Enterprise Information Systems (COB) to Vietnam; Management, Marketing, and Business Administration (COB) to South Africa; Arts and Humanities (CHSS) to Costa Rica; English (CHSS) to England and Scotland; English and Social Sciences (CHSS) to Ghana; Natural Sciences (CST) to Poland; and Criminal Justice (CPS) to England.

Building on the development of programming based on better organization, formalized processes, and clear communication, the Office of International and Study Abroad Programs also addressed the availability of scholarships in 2013. UHD offers a number of institutional travel scholarships, however, information on other important travel scholarships like the Gilman Award that is specifically for students receiving PELL grants was less available. In addition there is a great deal of misinformation about how to apply for the UHD travel scholarships and how much of the trip cost each scholarship will cover. Indeed, student comments in the 2012 survey also highlighted this issue. The survey itself was revised to add questions regarding scholarships (see revised survey). Question 3, "Please provide the sponsor and amount of any travel scholarship you received. 1) Sponsoring Organization, 2) Amount" was added to allow staff to track any scholarships students received to facilitate knowledge of the full impact of scholarships. Question 15 was expanded to include items relating to usefulness of scholarship information and satisfaction with the UHD scholarship application process. While these questions will first appear in the 2014/2015 surveys, the application process for UHD travel scholarships was streamlined and information about the available scholarship was posted to the Office of International and Study Abroad Programs website in 2013.

A final improvement that the Office of International and Study Abroad Programs made can be found in the types of travel experiences that are offered. Initially only short one- or two-week UHD faculty-led study abroad activities were available to students. However student feedback indicated that interest in longer-term study abroad opportunities (summer programs, semester-long programs, and programs that lasted a full academic year). In AY2014, the Office of International and Study Abroad Programs began developing reciprocal agreements with international partners to facilitate longer study abroad opportunities for UHD students. To date, agreements have been signed with the following agencies to provide support for study abroad:

- The American Institute for Foreign Study
- Center for International Studies (CIS abroad)
- Academic Programs International
- International Studies Aboard
- ESPEME Business School (Lille and Nice, France)
- Sol Education Abroad
- Kanazawa Seiry University, Japan

The agreements facilitate semester-long and year-long individual travel experiences for UHD students who seek an experience that allows for longer immersion into the culture of a country.

W. I. Dykes Library

The W. I. Dykes Library developed effectiveness outcomes to evaluate Library services, facilities and resource use, resource quality and allocation, as well as information literacy student learning objectives, which together provide the assessment framework for the Library and its programs. Each outcome has clearly defined assessment methods and success criteria (see W. I. Dykes Library Continuous Improvement Plan). The effectiveness outcomes were developed in alignment with the University of Houston-Downtown's Strategic Plan and correspond to the University's Strategic Plan Goal 1: "to attract, retain, and graduate more students," and Goal 6: "to develop and reinforce tools for success."

The Library's Effectiveness Outcomes 1, Customer Service, states: "Library staff will provide courteous, proactive, and helpful service that embodies UHD's commitment to student [and] is measured in part by a student satisfaction survey." Analysis of the past five years of student surveys indicate that an average of 90 percent of UHD students rate their experience at the library as "good" or "excellent." The satisfaction with, or ability to find, books or journal articles needed for their projects varied from a low of 63 percent in 2009 to a high of 85 percent in 2012. This fluctuation may be due to a change in the phrasing of the question between 2011 and 2012. On average, 79 percent of the students considered the Library staff helpful (aggregate of "agree" and "strongly agree").

Even though, overall, the Library receives high ratings, a look at individual survey items revealed areas that did not meet the Library's standards. The following are two examples of how the library used assessment data to make changes and improvements.

- Based on a decline in satisfaction regarding friendliness and helpfulness of Library staff (Student Survey-2010, 83 percent; Student Survey-2013, 80 percent), a Library-wide Customer Service Team was created. The Customer-Service Team created a point-of-service survey to better define satisfaction levels. The Customer Service Team identified five customer service standards, created a manual and a series of interactive customer service training sessions to orient Library staff to the standards, and worked toward an increase in student satisfaction rates. A six-month follow-up survey showed a 12.5 percent increase in student satisfaction at the 5th Floor Circulation Desk ("strongly agree" Spring 2014 was 65 percent; Fall 2014 was 78 percent).
- To reduce the referral of students to additional staff members, the staff workstations at the 4th Floor Information Desk were re-arranged. A library staff person better-equipped to handle basic questions and provide service is the first point of contact for students. If reference or research assistance is needed, then the patron is directed to the librarian on duty at the desk. To date, staff report fewer problems.

The assessment measures in place indicate that the Library's facilities, collections, and staff are meeting UHD's goals to attract, retain and graduate students, support research, and develop and reinforce tools for success.

Continuous Improvement Reports





The following table contains links to the most recently updated Continuous Improvement Plans and the last four years' (where applicable) Continuous Improvement Reports for UHD's academic and student support service units. The 2012-2013, 2013-2014, and 2014-2015 Continuous Improvement Reports were produced using the TracDat software. In these reports, the final column (Improvement Strategy & Follow-Up) typically includes one or more recommended improvement strategies based on assessment findings, descriptions of follow-up actions taken to implement the strategies, and the most recent status of the follow-up actions. A limited number of 2014-2015 Continuous Improvement Reports were submitted before the 2014-2015 year ended so that they could be included in this report, and are based on preliminary data. Because of that, in some cases this final column describes strategies that have been recommended for implementation but that have not yet been fully implemented or completed. In a few cases, however, the unit was able to report completed actions even though the 2014-2015 year had not ended.

Continuous Improvement Plans and Reports for Academic and Student Support Services					
Academic & Student Support Services	CIPs	CIRs			
		2011-2012	2012-2013	2013-2014	2014-2015**
Academic Support Center	CIP		CIR	CIR	
Admissions	CIP	CIR	CIR	CIR	CIR
Advising & Mentoring Center	CIP	CIR	CIR	CIR	
Career Development Center	CIP		CIR	CIR	CIR
Center for Student Diversity, Equity & Inclusion	CIP	New unit in 2013			CIR
College of Business Dean's Office	CIP		CIR	CIR	**
College of Humanities & Social Sciences Dean's Office	CIP		CIR	CIR	**
College of Public Service Dean's Office	CIP		CIR	CIR	**
College of Sciences & Technology Dean's Office	CIP		CIR	CIR	**
Disability Services	CIP	CIR	CIR	CIR	CIR
Educational Talent Search	CIP	CIR	CIR	CIR	**
Honors Program	CIP		CIR	CIR	**
International Programs	CIP	CIR	CIR	CIR	CIR
Registrar	CIP	CIR	Under reorganization	CIR	**
Scholars Academy	CIP	CIR	CIR	CIR	**
Scholarships & Financial Aid	CIP	CIR	CIR	CIR	CIR
Sports and Fitness	CIP	CIR	CIR	CIR	CIR
Student Activities	CIP		see note 1	CIR	
Student Conduct & Title IX	CIP		CIR	CIR	CIR
Student Counseling Services	CIP	CIR	CIR	CIR	**
Student Health Services	CIP	CIR	CIR	CIR	**
Testing Services	CIP	CIR	CIR	CIR	**
University College Dean's Office	CIP		CIR	CIR	**
Upward Bound	CIP	CIR	CIR	CIR	**
Veterans Services	CIP		CIR	CIR	**
W. I. Dykes Library	CIP	CIR	CIR	CIR	CIR

Cross References:

- Core Requirement 2.5
- Core Requirement 2.9
- Core Requirement 2.10

Sources

-  Academic Support Center
-  Academic_Support_Center_CIP
-  AY13_Academic_Support_Center_CIR
-  AY14_Academic_Support_Center_CIR

- Admissions
 - Admissions_CIP
 - AY12_Admissions_CIR
 - AY13_Admissions_CIR
 - AY14_Admissions_CIR
 - AY15_Admissions_CIR
 - Advising & Mentoring Center
 - Advising_and_Mentoring_Center_CIP
 - AY12_Advising_and_Mentoring_Center_CIR
 - AY13_Advising_and_Mentoring_Center_CIR
 - AY14_Advising_and_Mentoring_Center_CIR
 - Career Development Center
 - AY13_Career_Development_Center_CIR
 - AY14_Career_Development_Center_CIR
 - AY15_Career_Development_Center_CIR
 - Career_Development_Center_CIP
 - Center for Student Diversity, Equity & Inclusion
 - AY15_Center for Student Diversity, Equity and Inclusion CIR
 - Center for Student Diversity, Equity and Inclusion_CIP
 - College of Business Dean's Office
 - AY13_Office_of_the_Deans-COB_CIR
 - AY14_Office_of_the_Deans-COB_CIR
 - Office_of_the_Deans-COB_CIP
 - College of Humanities & Social Sciences Dean's Office
 - AY13_Office-of_the_Deans-CHSS_CIR
 - AY14_Office-of_the_Deans-CHSS_CIR
 - Office of the Deans-CHSS_Plan
 - College of Public Service Dean's Office
 - AY13_Office_of_the_Deans-CPS_CIR
 - AY14_Office_of_the_Deans-CPS_CIR
 - Office_of_the_Deans-CPS_CIP
 - College of Sciences & Technology Dean's Office
 - AY13_Office_of_the_Deans-CST CIR
 - AY14_Office_of_the_Deans-CST CIR
 - Office_of_the_Deans-CST_CIP
 - Disability Services
 - AY12_Disability_Services_CIR
 - AY13_Disability_Services_CIR
 - AY14_Disability_Services_CIR
 - AY14_Disability_Services_CIR
 - AY15_Disability_Services_CIR
 - Disability_Services_CIP
 - Educational Talent Search
 - AY12_Educational_Talent_Search_CIR
 - AY13_Educational_Talent_Search_CIR
 - AY14_Educational_Talent_Search_CIR
 - Educational_Talent_Search_CIP
 - Honors Program
 - AY13_Honors_Program_CIR
 - AY14_Honors_Program_CIR
 - Honors_Program_CIP
 - International Programs
 - AY12_International_Programs_CIR
 - AY13_International_Programs_CIR
 - AY14_International_Programs_CIR
 - AY15_International_Programs_CIR
 - International_Programs_CIP

Registrar

AY12_Registrar_CIR

AY14_Registrar_CIR

Registrar_CIP

Scholars Academy

AY2012_Scholars_Academy_CIR

AY2013_Scholars_Academy_CIP

AY2014_Scholars_Academy_CIP

AY2014_Scholars_Academy_CIR2

Scholarships & Financial Aid

AY12_Scholarship_& Financial_Aid_CIR

AY13_Scholarship_& Financial_Aid_CIR

AY14_Scholarship_& Financial_Aid_CIR

AY15_Scholarship_& Financial_Aid_CIR

Scholarship_& Financial_Aid_CIP

Sports and Fitness

AY12_Sports_& Fitness_CIR

AY13_Sports_& Fitness_CIR

AY14_Sports_& Fitness_CIR

AY15_Sports_& Fitness_CIR

Sports_& Fitness_CIP

Student Activities

AY14_Student_Activities_CIR

Student_Activities_CIP

Student Conduct & Title IX

AY13_Student_Conduct_& Title_IX_CIR

AY14_Student_Conduct_& Title_IX_CIR

AY15_Student_Conduct_& Title_IX_CIR

Student_Conduct_& Title_IX_CIP

Student Counseling Services

AY12_Student_Counseling_CIR

AY13_Student_Counseling_CIR

AY14_Student_Counseling_CIR

Student_Counseling_CIP

Student Health Services

AY12_Student_Health_CIR

AY13_Student_Health_CIR

AY14_Student_Health_CIR

Student_Health_CIP

Testing Services

AY12_Testing_Services_CIR

AY13_Testing_Services_CIR

AY14_Testing_Services_CIR

Testing_Services_CIP

University College Dean's Office

AY13_Office_of_the_Deans-UC_CIR

AY14_Office_of_the_Deans-UC_CIR

Office_of_the_Deans-UC_CIP

Upward Bound

AY12_Upward_Bound_CIR

AY13_Upward_Bound_CIR

AY14_Upward_Bound_CIR

Upward_Bound_CIP

Veterans Services

AY13_Veteran_Services_CIR

AY14_Veteran_Services_CIR

Veteran_Services_CIP

W. I. Dykes Library

AY12_W_I_Dykes_Library_CIR

AY13_W_I_Dykes_Library_CIR

AY14_W_I_Dykes_Library_CIR

AY15_W_I_Dykes_Library_CIR

W_I_Dykes_Library_CIP

13 14 Sample Trip Info Packet (1)

13 14 UHD Travel Scholarship Handbook

Application Instructions _ Major Opportunities at the University of Houston-Downtown

HIP Travel Scholarship Application (2014) (1)

HIP Travel Scholarship Webpage (2014) (1)

SA_Risk_Management

Study_Abroad_approval_form_(VPAA) (3)

UHD Study Abroad Office Handbook 20214(3)

3.3.1.4

Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in ... research within its mission, if appropriate.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston–Downtown (UHD) has identified expected outcomes related to research, assessed the extent to which it has achieved those outcomes, and provided evidence of improvement based on an analysis of the assessment results. Research at UHD is an important tool in improving the quality of students' classroom experiences and enriching the cultural life at the University and the region. UHD's mission affirms that the institution is committed to "integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society." Consistent with its mission, the University also promotes, where appropriate, undergraduate research opportunities.

UHD has formally identified goals and outcomes related to research in two primary ways:

- Through the goals and objectives of the University's strategic plan; and
- Through the Continuous Improvement Plans of the Office of Research and Sponsored Programs (ORSP), the offices of the deans, the Scholars Academy, and the University Honors Program.

UHD assesses the degree to which it has achieved those outcomes through:

- Annual evaluation of the University's strategic plan, and
- Annual Continuous Improvement Reports submitted by ORSP, the offices of the deans.

UHD's Strategic Plan

UHD's *Strategic Plan 2012-2020* established a foundation for UHD's current strategy to achieve the research component of its mission with Goal 3 and its related objectives.

UHD Strategic Plan 2012-2020 Goal 3: "Support individual scholarly and/or creative accomplishment across the University while developing prominence in select areas of strength and importance to the region and providing essential infrastructure and resources."

Each year a group of faculty and administrators review the University's progress toward the achievement of the goals and objectives within the Strategic Plan (Strategic planning is discussed in greater detail in [Core Requirement 2.5](#)). During reviews of the strategic plan, the following progress was noted on the objectives supporting Goal 3.

Objective 3.1: Create an Office of Research and Sponsored Programs (ORSP).

UHD established an Office of Research and Sponsored Programs (ORSP) in 2012. [Dr. Sandra Garcia](#) was appointed the Associate Vice President, Research and Sponsored Programs. Staff were hired to support both [pre-award grant proposal development](#) as well as [post-award accounting and reporting](#). Additional information about improvement initiatives that ORSP implemented can be found below under the heading "Office of Research and Sponsored Programs."

Objective 3.2: "Ensure that by the beginning of the 2012-2013 academic year that all faculty policies regarding annual evaluations, promotion, tenure, merit pay, and retention reflect equitable requirements for peer-reviewed scholarly and creative outputs."

In 2010, UHD established a standard course load for tenured/tenure-track faculty during the combined long semesters of 21 semester credit hours of classroom instruction or its equivalent. The intent of this policy change was to recognize the increasing demands on faculty time for scholarly and creative activity, as well as service commitments in ways consistent with the University mission (see [Faculty Workload Policy PS 10.A.3](#)).

UHD revised the annual faculty evaluation process to include a rubric-based evaluation of faculty performance. Research and creative activity was integrated into each department's faculty evaluation rubric (see [College of Business Faculty Evaluation Rubric](#) as an example).

Objective 3.3: "Develop faculty policies that encourage the development of research and scholarly activities."

The University focused on developing resources and policies that support research and scholarly activity.

Endowed Professorships and Fellowships. Tactic 3.3.3 under Objective 3 focused on creating endowed professorships and fellowships to encourage faculty research and scholarly activities. Prior to 2000, UHD had only three endowed positions. UHD has increased the number of endowed positions to seven.

Table 1: Endowed Positions		
	Year Established	College
Petroleum Land Management Endowed Professorship	1983	College of Business
Fiesta Endowed Professorship in Accounting	1987	College of Business
Halliburton Endowed Fund in Engineering Technology	1993	College of Sciences & Technology
Marian & Speros Martel Endowed Professorship—Computer Information Systems	2000	College of Business
Margaret & James A. Elkins Faculty Fellowship in Professional Writing & Technical Communication Endowment at University of Houston-Downtown	2003	College of Humanities & Social Sciences
Fondren Professorship in Finance Endowment	2007	College of Business
Myron Steves Endowed Directorship for the Insurance & Risk Management Center	2012	College of Business

These positions rotate among faculty and provide the financial support needed to pursue research and creative activities.

Research Funding. Funding is available to encourage tenured/tenure track faculty to maintain an active research agenda appropriate to UH's mission. Faculty receive research-development resources internally from two main sources: Organized Research and Creative Activities grants (see [PS 06.A.08](#)) and the University-funded Faculty Leave Program (see [PS 10.A.08](#)).

Organized Research and Creative Activities (ORCA): The Organized Research and Creative Activities Policy [PS 6.A.08](#) was established in 2010 and through it the University re-shaped its existing internal research support grants (Organized Research grants). The ORCA program is designed to provide internal small-project grants to support scholarly and creative activities by tenured and tenure-track faculty at UH. The Organized Research and Creative Activities Committee comprised of tenured/tenure-track faculty representatives from each department, solicits proposals, reviews the proposals, and ranks the proposals and determines the funding levels for each recipient. This distribution of the awards is administered by the Office of Research and Sponsored Programs (ORSP). UH has historically set aside \$68,000 per year to support ORCA. That amount was increased to \$93,000 in 2014. An overview of the number of proposals funded can be found in the table below.

Table 2: ORCA Awards		
Year	Awards	Funding
2010	26	\$68,000
2011	21	\$68,000
2012	15	\$68,000
2013	16	\$68,000
2014	23	\$93,000

ORSP assesses the effectiveness of these grants with an end-of-project report that each recipient submits within eighteen months of the end of the semester in which the ORCA grant was taken. In 2013, the most recent year for which data are available, five of the sixteen (31 percent) of the awards resulted in research submissions. The ORCA grant recipients' report template can be found [here](#).

University-Funded Faculty Leave Program: UH's Funded Faculty Leave program is enables faculty members to engage in research, writing, field observation, internships, and other suitable professional or academic activities to improve their professional effectiveness. The leave grants are awarded on a competitive basis. The basic criteria for awarding a funded faculty leave grant are: (1) the benefits of the proposed activity to the academic discipline and/or the UH community, (2) the quality and feasibility of the proposal, and (3) the qualifications and accomplishments of the applicant. The University's Funded Faculty Leave program awards funded-leaves, of a semester in length, to four tenured/tenure-track faculty members each year. The processes are conducted through the Funded Faculty Leave Committee, a shared governance committee, composed of tenured/tenure-track faculty representatives from each academic department.

Faculty Development Committee Grants: The Faculty Development Committee, which consists of tenured/tenure-track faculty representatives from each department, solicit, review, and rank funding requests to support the development of faculty knowledge and skills, particularly those projects that will directly enhance classroom instruction (as opposed to the Organized Research and Creative Activities grants that support faculty research projects.) Funds available for this program were increased from \$93,000 to \$105,000 in 2014.

Objective 3, Tactic 3.3.4 focused on securing external funding. Over the period from 2012 to 2014, UH submitted 161 externally-funding proposals of which 140 (87 percent) resulted in over \$16.3 million in funding.

Table 3: Grant Funding			
Fiscal Year	2012	2013	2014
Number of submissions/grant applications	58	52	51
Number of grants funded	48	46	46
Total monies obtained through grant funding	\$6,339,040	\$4,976,498	\$5,003,336

Objective 4: "Strengthen scholarly information resources and the associated services to foster creativity, scholarly activities, and academic success."

UH as completed several major projects related to this objective.

- **Journal Quality Evaluation Guide:** The staff of the W. I. Dykes Library completed a journal quality evaluation guide in 2014 and updated it in 2015. The development of the guide was based upon a qualitative evaluation of faculty requests to help them determine the reputation of various publications. This guide is designed to make literature searches more efficient and to help faculty identify appropriate journals in which to publish. A copy of the guide may be found in the Resources section of this standard.

- **Foundation Directory Database:** The Library also subscribes to Foundation Directory Online, a searchable online database of foundation and corporate funding sources. This tool allows faculty and staff to quickly match potential private funding sources with the scope and funding levels of research they are interested in conducting.
- **Journal Evaluation Project:** In 2013-2014, the Library staff completed a comprehensive review of the usage rates of its journal subscriptions. Eleven low-use databases were cancelled for a total savings of \$51,000. These funds were used to add an additional 398 journal subscriptions which were more in line with the needs of faculty and students. Since the initial review, the Library Advisory Committee drafted a process to ensure a systematic, ongoing review of journals.

The Office of Research and Sponsored Programs (ORSP) also contributed to this objective. ORSP has established a shared drive to which all faculty and staff may request access. Contained in that shared drive is:

- A file of all Letters of Intent to Propose that describes grants currently under development.
- A spreadsheet of all grants submitted and the current funding status.

This resource allows UHD faculty and staff to see what grant applications are pending or approved, reducing duplication and competition while increasing the opportunity for collaboration among units and academic departments.

Detailed information on these initiatives, and related supporting data which prompted these improvements, may be found in the Continuous Improvement Reports for the Library and ORSP.

In the past five years, UHD made good progress toward achieving its strategic goals and met or made significant progress toward the objectives related to improving and expanding research within the context of its mission. The University has now carried that focus on research into the 2015 revision of the Strategic Plan. Goal 4, from the *Revised Strategic Plan 2015-2020*, is aligned with this continued focus on research for the purposes of integrating teaching, service and scholarly work and developing students' talents.

Unit-level Contributions to UHD's Research Mission

UHD identifies outcomes related to research, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in research within individual units.

UHD requires administrative, academic, and student support units to develop a Continuous Improvement Plan (CIP) focused on the primary mission of the unit. The Director of Co-Curricular and Operations Assessment and the Director of Academic Assessment coordinate a continuous improvement process that requires these units to maintain a Continuous Improvement Plan and to submit a Continuous Improvement Report each year.

Each plan must contain the following elements:

- The program's mission statement.
- Unit-level effectiveness outcomes that are aligned with the unit's primary mission or purpose.
- Criteria for determining successful achievement of the outcomes.
- An updatable timeline according to which all program outcomes are assessed and reported on annually over a six-year cycle.

Each unit also prepares an annual Continuous Improvement Report based on a common format containing the following elements:

- The unit-level outcomes that were measured during the preceding year.
- A summary of findings resulting from assessing those outcomes.
- A statement of the degree to which the unit achieved the outcomes.
- A summary of strategies which will be implemented over the next academic year to improve effectiveness.
- A summary of actions taken to implement improvements called for in the previous year's Continuous Improvement Plan.

Units which have articulated outcomes related to research include:

The Office of Research and Sponsored Programs

The College of Humanities and Social Sciences Office of the Dean

The College of Sciences and Technology Office of the Dean

The College of Public Service Office of the Dean

Undergraduate Research

- The Scholars Academy
- The University Honors Program

Copies of Continuous Improvement Plans and Continuous Improvement Reports for each of these units can be found in the resource section of this standard. Below is a brief overview of unit-based outcomes, findings, and improvements which support the research aspect of University's mission.

Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) is charged with assisting University faculty and staff in obtaining sponsored-project funding, and in the successful completion of funded sponsored projects in order to maintain a constant funding cycle for the University. While the ORSP supports the faculty and staff as they pursue a range of sponsored projects, the unit maintains a special focus on research. ORSP set an annual goal of at least 40 percent of research-focused proposals awarded.

ORSP has undertaken the following activities in order to provide support research:

- *Addition of Staff:* ORSP added a [Director of Grant Writing](#) to assist faculty in the writing process. This individual is charged with assisting faculty and staff in identifying appropriate funding sources and preparing the grant applications.
- *National Research-Related Grant Webinars:* Announcements are relayed by ORSP to faculty and staff to encourage participation in grant webinars. ORSP occasionally facilitates webinars that require group participation from a single location to facilitate group discussions before, during, and/or after the webinar. An example of an ORSP-facilitated, group-based webinar was a National Science Foundation (NSF) webinar (January 2014) that gathered UHD participants in one location, assigned pre-workshop reading materials, and held discussions before, during, and after the webinar sessions. Resulting from this webinar were three grant proposals, two in which UHD was the principle investigator (a First in the World Grant and an NSF grant), and one proposal in which UHD was a supporting partner (First in the World Grant).
- *Grant Management Resources:* ORSP has created a number of resources to support grant development and management. These include:
 - [Overview of Funding Opportunities](#)
 - [Proposal Steps](#) (Proposal Development Guide)
 - [Proposal Format Guide](#)
 - [Budget Development Guide](#)
 - [Overview of Proposal Approval Process](#)
 - [Award Negotiation and Acceptance Guide](#)
 - [The Principle Investigator Guide](#)
 - [Overview of Conflict of Interest](#)
 - [Guidelines for Reporting Time and Effort](#)
- *ORSP Workshops on Grants:* Prior to the establishment of the Office of Research and Sponsored Programs, there was minimal training available to faculty who wished to pursue research funding. The University recognized this need and charged the ORSP with filling that need. Since its establishment, ORSP has offered a number of workshops on a range of titles including Grant Orientation for New Faculty, Proposal Development, Responsible Conduct of Research, Overview of Funding Opportunities, and Foundations/Non-Governmental-Private Grant Overviews. In total, ORSP offered sixteen sessions.

ORSP monitored the success of these workshops using an online survey sent to all participants. One hundred percent of participants agreed or strongly agreed that the workshop they attended addressed their questions/needs/concerns. One hundred percent were satisfied or very satisfied with the quality of the information provided in the workshop and 100 percent rated their understanding of the grant application process as good or very good as a result of ORSP workshops. On this last item however, additional disaggregation revealed that only 50 percent felt their understanding was very good. Of the eleven questions on the survey, this item had the smallest percentage of participants responding at the "very good" level.

During academic year 2014, thirteen ORSP workshop participants successfully obtained funding. For additional information, please see [ORSP Workshops Attendees' Proposals](#) for fiscal years 2014 and 2015.

In academic year 2014-2015 ORSP offered seven faculty development sessions. However, based upon feedback from the prior year's satisfaction survey, the ORSP staff modified their professional development approach and, in addition to workshops, began:

- Promoting one-on-one consultation services so that faculty and staff could receive professional development specific to the type of research or project they had in mind.
- Implementation of a series of department-level workshops tailored to connecting faculty to specific funding for research typical to specific disciplines. In fiscal year 2015, twenty-one workshop attendees were successful in obtaining funding, a 62 percent increase over fiscal year 2014.

Overall, faculty and staff remain overwhelmingly positive about the ORSP workshops. In 2014-2015:

- 97 percent of participants who responded to the survey agreed or strongly agreed that the workshops addressed their concerns (n = 35).
- 100 percent rated the ORSP services/workshops as good or excellent (n = 35).
- 96 percent of participants rated their understanding of the grant development process as excellent or good (n = 25).

ORSP staff believes these data demonstrate the value of the workshops and will continue to work with faculty and staff in a similar manner into 2015-2016.

- *Progress Made in Respect to the Committee for the Protection of Human Subjects and the Animal Care and Use Committee:* Another outcome related to the research grant application process that ORSP included in its Continuous Improvement Plan is the assurance that the Committee for the Protection of Human Subjects, which serves as the University's institutional review board, provides timely and appropriate reviews research applications. The Committee for the Protection of Human Subjects is a shared-governance committee comprised of tenured and tenure-track faculty representatives from each of the colleges, two faculty representatives from disciplines "with significant research agendas utilizing human subjects," three staff members (including ORSP), and an external member of the community. Improvements related to the Committee for the Protection of Human Subjects and the Animal Use and Care Committee:
 - An analysis of the infrastructure needed to support research revealed that UHD did not have a committee that provided oversight for the care and use of animals in research. The ORSP provided leadership in the establishment of a standing committee for this purpose, the Animal Use and Care Committee.
 - An analysis of the effectiveness of the Committee for the Protection of Human Subjects revealed that it was often taking several weeks for applicants to receive feedback on, or approval of, their research projects. ORSP assisted the committee in streamlining processes and continues to monitor the time needed to approve or provide feedback on research proposals. The time needed to review a proposal dropped from four weeks in academic year 2013 to two and a half weeks in academic year 2015.
 - Analysis also revealed the need for professional development for members of the Committee for the Protection of Human Subjects. The ORSP is now requiring that all members of the Committee for the Protection of Human Subjects complete online training so that these reviewers will be able to ensure that University-affiliated research is conducted in accordance with the federal regulations, 45 CFR 46, and the ethical principles established by the Belmont Report ([Belmont Report Historical Archive](#)).
- *Progress Made in Respect to Grant Management:* ORSP oversees grant management and compliance. ORSP began offering workshops in the area of compliance in October 2014. ORSP monitors compliance and reporting, and prepares a quarterly report to UHD's risk management unit. Compliance difficulties remain minimal and sample copies of those reports can be found in the attachments to this standard. The Sponsored Programs Compliance Reports for academic years 2014 and 2015 are included in the resource section of this standard.
- *Progress Made with Respect to Grant Management Policy:* ORSP has led a significant effort to reevaluate existing policies related to research and grant management. Table 4 shows a summary of policies:

Table 4: Grant Management Policy Overview		
Policy Statement Number	Policy Title	Status
06.A.01	Debarment & Suspension Policy	Updated-Effective 8/17/15
06.A.02	Disclosure of Lobbying Activities Policy	Updated-Effective 8/17/15
06.A.03	Standards of Conduct in Government Sponsored Research	Updated-Effective 8/17/2015
06.A.04	Procurement Integrity Policy	Updated-Effective 8/17/2015
06.A.05	Privacy Act & Freedom of Information	Updated-Effective 8/17/2015
06.A.06	Guidelines for the Administration of Sponsored Programs by ORSP	Updated –Effective 8/17/2015
06A.07	Ethical Conduct in Research & Government-Sponsored Activities	Update-Effective 8/17/2015
06.A.08	Organized Research & Creative Activities (ORCA) Program	Updated-Effective 8/17/2015

College-level Goals Related to Research and Scholarship

The offices of the deans for the Colleges of Humanities and Social Sciences, Sciences and Technology, and Public Service have each established outcomes in their Continuous Improvement Plans related to research and scholarship.

- *College of Humanities and Social Sciences (CHSS), Office of the Dean:* CHSS established a goal that at least 50 percent of tenured/tenure track faculty will publish scholarly and creative works. CHSS will formally report on this outcome for the first time in September 2015, however preliminary data show that in the period between 2010 and 2013, 99 faculty had at least one publication. Roughly 90 percent of those faculty publications were scholarly books, articles in peer-reviewed journals, or chapters in scholarly books. While the College has not yet met its goal, the number of, and percentage of, tenured/tenure track faculty who are actively publishing has increased.

Table 5: CHSS Faculty Publications											
2010			2011			2012			2013		
Total	Number of T/TT Faculty	% of T/TT	Total	Number of T/TT Faculty	% of T/TT	Total	Number of T/TT Faculty	% of T/TT	Total	Number of T/TT Faculty	% of T/TT
20	11	9%	18	14	14%	26	17	17%	35	22	24%

- *College of Public Services (CPS), Office of the Dean:* CPS has established a goal that 65 percent of tenured/tenure-track faculty produce a creative activity/research product in any one year. CPS will formally report on this outcome in September 2016, however preliminary data show the following:

Table 6: CSP Faculty Publications											
2010			2011			2012			2013		
Total	Number of T/TT Faculty	% of T/TT	Total	Number of T/TT	% of TT	Total	Number of T/TT	% of TT	Total	Number of T/TT	% of TT
17	11	25%	19	19	44%	6	6	13%	14	11	26%

- *College of Sciences and Technology (CST), Office of the Dean:* CST developed its assessment plan in 2013 and states its research outcome in the context of funding with a goal of at least \$4 million accrued over the period from 2013 to 2020. CST tracks progress on this outcome through its College Progress Card. Almost all the awards below were for research or support of undergraduate research.

Table 7: CST Research-Focused External Funding					
2010	2011	2012	2013	2014	Total Awards 2013-2014
\$2,149,517	\$1,415,340	\$3,210,375	\$1,663,711	\$1,000,682	\$2,664,393

CST measured this outcome for the first time in the 2014 academic-year assessment cycle. While the college is more than halfway to its goal of \$4 million, the Dean noted that the faculty were seriously hindered by the lack of lab space. As a result, UHD faculty must either search for lab space at other institutions or go into partnership on research proposals with other institutions becoming the secondary rather than the principle investigator on the grant. To address this issue, the University lobbied the Texas legislature for funding for a new building to house lab space and classrooms. In 2015, the Texas legislature passed an appropriation for a Science and Technology building which is now awaiting the governor's signature.

Undergraduate Research

UHD takes pride in its growing undergraduate research efforts. The Scholars Academy and the University Honors Program strongly support undergraduate research through their instructional and co-curricular programs. The College of Humanities and Social Sciences hosts an annual Gender Conference as a showcase for student research.

The Scholars Academy. The UHD Scholars Academy is an academically-competitive program in the College of Sciences and Technology at the University of Houston-Downtown whose mission is to "promote scholarship and student success for UHD undergraduate students majoring in Science, Technology, Engineering and Mathematics (STEM), increase the number of academically capable students graduating with degrees in the STEM fields, and to increase the number of those choosing to further pursue graduate and professional degrees."

Undergraduate research is addressed in the Scholars Academy effectiveness outcomes related to preparing students for employment and graduate study in STEM fields. The program set the following targets related to student research:

Scholars Academy Program Outcome Target 2.3: The number of Scholars Academy STEM students presenting at a research conference or symposia will increase by 3 percent annually.

Scholars Academy Program Outcome Target 2.4: The number of Scholars Academy STEM students participating in on-campus/off campus research experiences will increase by 3 percent annually

The Scholars Academy reported on these measures during the academic year 2013 assessment cycle. The 2013-2014 data are preliminary.

Table 8: Scholars Academy Research-related Effectiveness Outcomes			
	2011-2012	2012-2013	2013-2014
EO2.2: Number of Scholars Academy students who presented at a research conference or symposia	Total Students: 250	Total Students: 250	Total Students: 250
	On-campus: 130 presentations	On-campus: 121 presentations	On-campus: 128 presentations
	Off-campus: 58 presentations	Off-campus: 31 presentations	Off Campus: 33 presentations
	75.2% made a presentation	62.8% made a presentation	64.4% made a presentation
		Percent Change Over AY2012: -19%	Percent Change Over AY2013: 6%
EO2.3: Number of Scholars Academy students who participated in an on-campus/off-campus research experience	Summer 2012 44 students (of 250)	Summer 2013 67 students (of 250)	Summer 2014 77 students (of 250)
	17%	30.4%	30.8%
		Percent Change Over Summer 2012: 52.3%	Percent Change Over Summer 2013: 15%

The 2012-2013 assessment cycle was the first time these metrics were measured. In reviewing the findings, the Scholars Academy director acknowledged that it was not always possible to identify all the students who were making presentations or who were accepted to present a poster or paper. To that end, when the Scholars Academy reports on these measures again in 2014-2015, to obtain a more accurate figure, the director will cross-reference student presenters against rosters from the College departments' 3000-level classes, classes that require students to produce a poster presentation to be delivered at either the Student Research Conference or the Graduate School and Internship Fair. Students who receive funding under the Welch Foundation grant, the Nuclear Regulatory Commission grant, the Texas Workforce Commission grant, and the Brown Foundation are also required to present their research at the Student Research Conference or the Graduate School and Internship Fair. In addition the self-report survey was revised.

UHD's Student Research Conference. The Student Research Conference is a campus-wide event which provides opportunities for students to present and review research projects, in both paper and poster delivery modes. Students from across eight of the University's ten academic departments have presented at the Student Research Conference in the last three years.

Table 9: Discipline Representation in the Student Research Conference			
Participating Departments	Spring 2012 N = 109 Students	Spring 2013 N = 98 Students	Spring 2014 N = 100 Students
Natural Sciences	47	62	71
Computer Science and Engineering Technology	14	10	6
Math & Statistics	10	7	3
Social Sciences	15	7	12
Humanities	17	7	3
College of Business	1	3	3
Criminal Justice	1	0	1
Urban Education	1	2	3

Strategies which the faculty have implemented to improve in the Student Research Conference have include the following over the past four years:

- Included an external community speaker at the Student Research Conference.
- Opened application process earlier in the semester.
- Reinforced non-competitive environment for undergraduates seeking improvements in presentation skills and self-confidence to present their research at off-campus venues.
- Partnered with the High Impact Practices (HIPS) Committee to engage more members of the campus community in the Student Research Conference.

The University Honors Program. The University Honors Program was established in academic year 2013 and accepted its first cohort of students in Fall 2014. Since this program is new, it has only submitted one assessment report. This information is referenced in this standard to emphasize the University's ongoing commitment to undergraduate research as well as continuous improvement progresses.

Briefly, the University recognized that it was alone among its peers in that it did not have a university honors program for gifted and high-achieving students. To address this need, the University created the University Honors Program, committed the financial support necessary to nurture such a program, and hired a director. At the program's inception the Director developed the program's Continuous Improvement Plan in collaboration with the University Honors Advisory Board. As part of that plan, the University Honors Program has committed to measuring two undergraduate research-related outcomes:

Learning Outcome 2: Honors Program participants will be able to analyze, critically interpret, and evaluate primary and secondary works within their interdisciplinary, cultural or historical context.

This learning outcome is measured by a rubric evaluation of a major research project that is created in an honors course. The research project is evaluated using the **Critical Thinking VALUE Rubric** by members of the Honors Advisory Board and faculty teaching in the Honors Program.

Learning Outcome 3: Honors Program participants will be able to locate, extract, and evaluate research on a specific topic to develop and support an original thesis.

This learning outcome is measured by a rubric evaluation of a major research project that is created in an honors course. The research project is evaluated using the **Inquiry and Analysis VALUE Rubric** by members of the Honors Advisory Board and faculty teaching in the Honors Program.

The University Honors Program's Continuous Improvement Plan may be found in the resource section of this document.

Cross References

Core Requirement 2.5
Comprehensive Standard 3.7.3

[1] The offices of the deans for UHD's colleges, established their Continuous Improvement Plans in academic year 2013. As a result, they have not cycled through the assessment process for all of their goals. Data are being collected but it is reported here as preliminary.

Sources

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UHD_Politics

PS 06 A 01

PS 06 A 02

PS 06 A 03

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PS10A08_Faculty_Leave

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PS10A02

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UHD_Strategic_Plan_2012-2020

3.3.1.5

Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in ... community/public service within its mission, if appropriate.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

For its community and public service programs, the University of Houston-Downtown (UHD) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Defining Community Engagement in Alignment with the University Mission

UHD's mission, clearly defined in the mission statement, addresses the University's commitment to community and public service:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

On its [Community Engagement webpage](#), UHD provides a definition of community engagement that aligns perfectly with the University mission:

Community engagement describes the collaboration between UHD and its larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of UHD's community engagement is the partnership of knowledge and resources with the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. ([Community Engagement webpage](#))

In keeping with its mission to "engage the community to address the needs and advance the development of the region" (UHD Mission Statement), UHD's community engagement programs serve diverse sectors of Houston's population and fill critical community needs. Many of these programs involve providing avenues to education for Houstonians. For example, the University hosts enrichment programs for children through its summer STEM camps and connects low-income high school students to higher education through its Upward Bound and Talent Search programs. The English Language Institute (ELI) serves Houston's immigrant community, helping them gain the linguistic skills that open educational and professional doors for them, and workers across several sectors of the Houston economy are served by programs provided by the College of Business's Continuing Education and Professional Development Center and the Applied Business and Technology Center. The Criminal Justice Center provides training and certification for police and corrections officers in the community.

UHD has begun expanding its efforts to engage its students in the community through the Center for Community Engagement and Service Learning, which was founded as a center in 2015. The Center's recently appointed Director, [Dr. Poonam Gulati](#), will coordinate UHD's curricular and co-curricular community engagement efforts. The President has also appointed [Julie Norton](#) as the Executive Director of Strategic Partnerships, who is tasked with identifying opportunities for University collaborations with community partners.

The founding of the Center for Community Engagement and Service Learning is part of the University's commitment to community engagement articulated in [UHD Strategic Plan 2012-2020](#), which recognizes community engagement and service as a University priority.

Goal 2: Consistent with the shared values of the University, develop nationally and regionally prominent academic programs that provide students with high impact experiences and opportunities to gain 21st Century skills.

Objective 6: Expand Continuing Education programs.

Goal 5: Strengthen external relations and support of the University with its alumni, friends of the University, the local and regional communities, and legislative and governmental entities.

Objective 3: Develop funding proposals for philanthropic and research grants in partnership with community colleges and other community partners.

Objective 5: Develop and utilize University events to enhance the image of the institution.

Objective 6: Strengthen UHD relationships with legislators and local government entities in concert with UH System leadership

Through its partnership with educational, entrepreneurial, governmental, and nonprofit entities, UHD serves the community and region in promoting the educational, economic, and cultural development of the region. UHD's community engagement efforts have earned the University the 2014 President's Higher Education Community Service Honor Roll award and the 2015 Carnegie Foundation for the Advancement of Teaching Community Engagement Classification.

UHD's Process for Ensuring Continuous Improvement

Each of the University's established community engagement and outreach programs develops measurable outcomes for the contributions it makes to the University's community engagement mission, assesses the extent to which they achieve these outcomes, and provides evidence of improvement based on analysis of the results.

The Director of Academic Assessment coordinates a continuous improvement process that requires these units to maintain a Continuous Improvement Plan and to submit a Continuous Improvement Report each year. Each unit's Continuous Improvement Plan uses a common format containing the following elements:

- The unit's mission statement
- Effectiveness outcomes and, for units for which it is appropriate, student learning outcomes
- At least one direct assessment measure for each outcome, although most outcomes are measured using multiple measures
- Criteria for determining successful achievement of the outcomes
- A timeline specifying when data are collected and when each outcome is assessed and reported upon over a cycle of at least six years.

Each unit must collect data annually, evaluate the findings, and take action informed by the data. Units document the data collection, evaluation, and improvement process by submitting an annual Continuous Improvement Report (CIR). The CIR uses a common format with the following elements:

- The outcomes that were measured during the reporting year
- A summary of findings resulting from assessing those outcomes
- A statement of the degree to which the unit achieved those outcomes
- A summary of strategies that will be implemented over the next academic year to improve unit effectiveness and assessment practices
- A summary of actions taken to implement improvements called for in the previous year's Continuous Improvement Report

Examples of Assessment and Continuous Improvement

The narrative below discusses representative community engagement and service units that illustrate UHD's efforts to continually improve service to the community by establishing outcomes, gathering and evaluating data specifically tied to the outcomes, taking steps to improve based on the results, and measuring again.

Assessment plans and related assessment reports for units with a primary focus on service to the community are linked to the table at the end of this narrative.

Applied Business & Technology Center (ABTC)

The ABTC responds to workforce needs by partnering with industry to design courses and programs that develop the knowledge and skills individuals need for career advancement, especially in engineering and information technology. Courses ranging from introductory to advanced levels help existing and prospective employees enhance their technical expertise to better meet employers' needs.

Adult Enrollment Outcome: In 2012, the ABTC established an outcome relating to the enrollment in its adult programs: *Total enrollment for all adult courses will be at least 500 students by 2020.* In 2012-2013, ABTC's adult programs enrolled 419 students. Based on feedback from students in prior years, the ABTC staff adopted two strategies to enhance enrollment:

- expanding its technology offerings for professional in the engineer and architectural fields; and
- making ABTC courses more accessible by developing online versions of its instructor-lead coursework.

By the end of AY2015, ABTC's adult course offerings had expanded to include multiple levels of coursework in AutoCAD, 3D modeling and rendering for architecture and engineering, Autodesk, MicroStation, project management certification, Programming Logic Controllers (PLC) Logix and PLC Technician certification, SixSigma, and Microsoft Office. The ABTC also developed online options for the majority of these topics. As a result of the expanded offerings and availability, ABTC's adult enrollment climbed to 516 students, reaching its 2020 target five years ahead of schedule. To sustain this growth, the ABTC is continuing to expand course offerings.

Online Completion Rates Outcome: With the advent of online courses, the ABTC established a new outcome that required the completion rate in online courses to be on par with the completion rate in face-to-face courses. ABTC offered the first online course in AY2014 with an initial completion rate of 60%, compared to 100% for the face-to-face courses. To bring the online completion rate into alignment with face-to-face courses, ABTC staff:

- trained staff to make potential students more aware of the time commitments and discipline needed to be successful in the online courses;
- revised the structure of the online courses to support completion.

In AY2015, the completion rate for online courses reached almost 75%. Since the targets for this outcome have not yet been met, the ABTC staff in AY2016, will:

- implement an online assessment tool to help students better determine whether they were more likely to be successful in a face-to-face or online learning environment;
- further enhance the online lectures to include live, interactive lectures.

ABTC monitors completion rates annually.

Children's Program Outcomes: In addition to adult programs, ABTC offers enrichment activities for young learners through innovative **summer programs** at various Houston-area locations. The courses are designed to support STEM curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — using an interdisciplinary and applied approach. The ABTC established outcomes relating to the enrollment in children's programs and parent satisfaction in 2012:

- Total enrollment for all summer children's programs will be at least 2000 students by 2020; and
- At least 85% of parents will rate elements of instruction and curriculum in the summer programs as good or excellent.

In AY2013, enrollment in the summer programs was 1,940, and the Center generated revenue of \$659,963.

- In AY2014, ABTC added new offering called "Engineering Camp" based on STEM requirement for children aged 7 to 12 years;
- In AY2015, ABTC further expanded the summer classes to include enrichment courses in engineering and smart phone/tablet application programming topics, and began marketing the Summer Enrichment programs on local TV channels.

Enrollment in Summer 2015 increased to 2,505 students with a wait list of over 250 children, thus exceeding its target of 2,000 students by 2020, five years ahead of schedule.

Parent satisfaction with the summer programs has been historically high; however, the ABTC staff were interested in improving overall satisfaction in key areas. Based on parent feedback, the ABTC staff:

- added additional enrichment courses as noted above;
- increased the number of instructors in classes with 16 or more children to two.

As a result, the staff saw solid improvement on survey items that had historically been on the lower end of satisfaction, as demonstrated in Table 1. ABTC monitors parent satisfaction annually.

Percent of parents who rated:	Summer 2013	Summer 2015
The quality of the ABTC camp in relationship to other camps their child attended as good or excellent	89%	94%
Satisfaction with the degree to which their child came to understand the subject matter as good to excellent	85%	90%
Satisfaction with the degree to which the course increased their child's interest in the topic	89%	92%
Satisfaction with the amount of time children had to finish the coursework	88%	92%

The College of Business Continuing and Professional Education (CPEd) program provides professional development for individuals interested in career advancement and is one of the University's most established and vibrant community outreach efforts. Through focus groups of industry experts, CPEd identifies workforce training needs and creates and implements courses to develop the knowledge and skills that help Houstonians meet industry needs.

External partnerships outcome: In 2013, the CPEd established an outcome relating to the development of partnerships external partnerships:

CPEd will complete at least one signed agreement with a governmental, state, or local organization annually, with the objective of supporting workforce development training programs.

This goal resulted from the director's initial evaluation of the CP Ed's dependence on the Petroleum Land Management program which was developed for professionals in the somewhat volatile oil and gas sectors. Since that initial evaluation, CP Ed has expanded partnerships with the following the Realtor Land Institute, the American Association of Professional Landman, the International Right of Way Association, and the American Banking Association. CPEd expanded its offerings to serve real estate, retail management, and banking and finance professionals. CP Ed courses include:

- Professional Land Management Certification
- Advanced Petroleum Land Management Certification
- Right of Way Certification
- Realtor Land Institute
- Retail Management Certification
- Commercial Credit Certification
- SharePoint Certification

Each of these offerings carry an industry-recognized certificate and/or recognized continuing education credits for an affiliated professional organization.

CPEd also developed partnerships in the public sector. In 2014-2015, CPEd partnered with the City of Houston to offer Build Up Houston, a comprehensive seven-month program designed to increase the capacity and success of small businesses in the construction-services industry doing business with the City of Houston.

To expand access to its courses, CPEd has moved the majority of its courses to an online format and is currently addressing the issue of financial aid. At this time, federal financial aid cannot be used for non-credit courses, yet there is a need for financial support for students who wish to advance their careers but lack the resources to do so. This need is particularly pressing for unemployed and under-employed people who recognize the CPEd programs as a way to jump-start their careers. To address this need, the CPEd is in the final stages of acquiring approval to become a Texas Workforce Commission (TWC) approved provider. This designation allows TWC to cover the cost of tuition for its eligible clients. In addition, once TWC designation is secured, veterans will also be able to use their VA benefits to cover the cost of enrolling in the CPEd programs.

Over a three years, the CP Ed will have increased its partnerships from three professional and governmental agencies to seven such partnerships once the Texas Workforce Commission approval is in place

English Language Institute (ELI)

The English Language Institute (ELI) supports international and non-native resident students whose English-language and cultural communication skills require improvement. It responds to community needs both at the basic and professional level. At the level of community life, ELI orients students to American culture, providing information, discussion, and modeling of cultural factors and cross-cultural communication. Through its Intensive English Program, ELI addresses the needed conversational skills that permit students to interact socially and encourages acculturation to improve life experiences in the U.S. It also fosters academic success by providing students familiarity with the American Educational System. Business employers and employees both benefit from the refined professional communication skills that improve employee productivity and performance.

The ELI serves an average of about 215 students each session and monitors student progress as well as student satisfaction. Student progress is measured by passing a standardized exam and transitioning to the next level. Progress rates for 2013-2014 are shown in Table 2.

Session	Number who Progressed	Percentage
Fall, Session 1, 2013	159 of 229	69%
Fall, Session 2, 2013	140 of 242	62%
Spring, Session 1, 2014	140 of 211	66%
Spring, Session 2, 2014	118 of 220	54%
Summer, Session 1, 2014	92 of 147	63%
Average Progression Rate for all sessions		62.8%

Dissatisfied with these results, the ELI implemented strategies to improve student progress beginning with an aggressive professional-development program for its faculty. Additional curriculum was implemented to address weakness in reading and listening, including more frequent vocabulary drills and timed reading and listening drills to simulate the progress exams. Finally, the program looked more closely at the introductory and first levels to ensure that students build the appropriate foundation early on. These strategies are having an impact, as is evident in the overall pass rate improving from the 62.8% in 2013-2014 to 68% in 2014-2015.

In terms of student satisfaction, the staff and faculty also worked to improve students' experiences in the program. ELI staff made efforts to integrate the students into the regular activities of the University through participation in cultural events and student affairs events, and the staff also developed opportunities for students to plan and implement their own events. While helping the students feel at home in the University, the activities also give students the opportunity to practice their language skills in real-world settings. These efforts appear to be bearing fruit.

As the summary data from session satisfaction surveys show in Table 3, there was a significant increase in the percentage of students who believed felt English skills had improved because of the ELI program.

Table 3: ELI Student Satisfaction Rates		
Percent of Students who agreed or strongly agreed	2013-2014 all sessions	2014-2015 all sessions
They would recommend the ELI program	75%	79%
Their English was better because of the ELI program	77%	91%

While the ELI is making progress on its goals, the faculty still recognize that student performance could improve and are exploring creative ways to engage students in the English language. For example, since the majority of the ELI students are young adults, the faculty are now researching Generation X and Generation Y books and articles for more insight on how to better serve these students.

Continuous Improvement Plans and Reports

Continuous Improvement Plans and Reports for units with a primary emphasis on service to the community are linked to the chart below.

	Active Continuous Improvement Plan	2012- 2013 Report	2013-2014 Report	2014-2015 Report (Preliminary)
Applied Business & Technology Center	X	X	X	X
Continuing & Professional Education	X		X	X
Education Talent Search	X	X	X	**
English Language Institute	X	X	X	**
Upward Bound	X	X	X	**
Center for Community Engagement & Service Learning	University-level center established FY2015. The Continuous Improvement Plan is under development and will be available for review by the site visitation team.			
	**AY2015 reports due November, 2015.			

The FY2015 reports are preliminary and in most cases based on preliminary data. Complete data are available at the end of the fiscal year, after August 31, 2015. Because annual reports are due in November of every year, at which time all units have completed annual assessment activities, not all units currently have CIR for 2014-2015.

Cross References

[Core Requirement 2.5](#)

[Comprehensive Standard 3.4.2](#)

Sources

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- UHD_Strategic_Plan_2012-2020
- University of Houston-Downtown - Summer Camp 2015 _ Major Opportunities at the University of Houston-Downtown

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

3.4.1

Educational Programs: Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Each education for which the University of Houston-Downtown awards credit is approved by the faculty and the administration.

The procedure by which new programs are developed at the University is a product of University policy, UH System policy, and Texas Higher Education Coordinating Board rules. The multi-level, recursive process ensures that new programs meet the standards of their academic discipline(s) and fit with the institutional mission. The resulting process reflects the University's commitment to academic shared governance.

Approval Process

The approval of new programs at UHD is governed by [PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#) and by the UHS "New Program Development Guidelines," which both conform to [Texas Administrative Code Title 19, §5.44](#). The development of new programs falls under the purview of the Senior Vice President for Academic Affairs/Provost, UHD's chief academic officer. The following steps comprise the complete process that each approved educational program must successfully complete before being offered by the University. As these steps reveal, faculty groups and administrators are both integral to program development and approval.

1. Faculty members who wish to develop a new academic program must first inform their departmental colleagues of their intent to do so. (If the program is interdisciplinary, the faculty originator of the program should inform faculty in the contributing departments.) The faculty originators of the program prepare a [Preliminary Program Description Form](#) for the relevant department chair(s) and college dean. This description includes the proposed title and level for the program, a summary of its content, a discussion of how the program relates to the University's mission and the Strategic Plan, a brief discussion of market conditions, and a summary of estimated resources needed. Before approaching the college dean, the originator informs the department and seeks input from the faculty who would teach in the program. The originators must meet with the chair and the dean to devise a written developmental plan for the program if college-level planning approval is given.

2. The originator of the proposal then works with the Chair, the Dean, and the Provost to prepare a more detailed version of the preliminary request using the [UHS Preliminary Planning Review Form](#) and the required attachments. Initial program development should include review of local, state, and national programs, with particular attention given to programs offered within the UH System to prevent any unnecessary duplication. The Provost forwards the request for a new program to the UHS Provosts' Council, which reviews the request for mission-appropriateness and compatibility with UHS strategic goals. The UHS Senior Vice Chancellor approves the Preliminary Planning Review so that the program may proceed to formal proposal preparation and review.

3. The formal **university-level review** process begins after the UH System's Provosts' Council agrees in principle to the appropriateness of the program. The faculty originator works with the chair and other faculty members who will teach in the program to complete a fully developed proposal using the Texas Higher Education Coordinating Board's comprehensive [New Program Request for Bachelor's and Master's Degree Form](#). The form requires an assessment of need for the program, a proposed curriculum identifying the faculty who will teach the courses, and an identification of the costs and the sources of funding. The internal review has several levels:

- A. **Departmental faculty approval.** The proposed program must be approved by the majority of the faculty in the department. [PS 03.A.12, §4.2.3](#) stipulates that the departmental curriculum committee must verify "that the majority of relevant faculty members accept the proposed" program. If the majority of the departmental faculty agrees, the departmental curriculum committee reviews the proposal to ensure that program reflects the current state of disciplinary knowledge and practices, recommending any needed changes, and if the committee consents, the chair of the departmental curriculum committee forwards the proposal to the department chair.
- B. **Department chair approval.** The chair reviews the proposal, signs the form to indicate approval, and forwards the proposal to the college Dean. If the chair does not approve, the chair returns to the proposal package to the department curriculum committee with explanations and suggestions.
- C. **College dean approval.** The dean reviews the proposal, signs the form to indicate approval, and forwards the proposal to the University Curriculum Committee. If the dean does not approve, the proposal package is returned to the department chair with explanations and suggestions.
- D. **University Curriculum Committee approval.** The University Curriculum Committee is the standing committee tasked with oversight of curriculum and academic program development in UHD's [PS 1.A.03, Academic Shared Governance Policy \(§2.5.3\)](#); the committee is comprised of one faculty member from each degree-granting college, all department chairs, and two student representatives. Under the provisions of [PS 03.A.12, §4.3.2](#), The University Curriculum Committee must ensure that proposed programs do not create "any unjustifiable duplications of effort" among programs and, in keeping with the University's mission, must ensure that the programs it recommends "provide the greatest opportunities for enrollment, retention, graduation, and student career success" ([PS 03.A.12, §4.3.2](#)). The chair of the committee signs the form to indicate approval, and forwards the proposal to the Provost/Vice President for Academic Affairs. If the committee does not approve, the proposal package is returned to the Dean with explanations and suggestions.
- E. **Provost approval.** The Provost reviews the proposal, signs the form to indicate approval, and forwards the proposal to the UHS Executive Vice Chancellor/Provost to begin the system-level review.

4. The **system-level review** is described in the UHS "[New Program Development Guidelines](#)" and proceeds as follows:

- A. **UHS Executive Vice Chancellor/Provost** reviews the UHD program proposal and places it on the UHS Provosts' Council agenda.
- B. The **Provosts' Council** reviews the program proposal in two successive meetings to ensure that the proposed program fits the University's mission and the System's strategic goals.
- C. If the Provosts' Council approves the program proposal, the UHS Senior Vice Chancellor/Provost recommends to the Chancellor that the program be placed on the Board of Regents' agenda. The **Board of Regents** then considers the proposal and grants its approval if the program serves the mission of the University and the goals of the System.

5. The UHD President and the UHS Senior Vice Chancellor officially sign the [New Program Request for Bachelor's and Master's Degree Form](#), and the approved program proposal is forwarded to the Texas Higher Education Coordinating Board for approval, which is granted when the conditions of [Texas Administrative Code Title 19, §5.44](#) are met. After the Coordinating Board approves the program, it may require **SACSCOC** approval if it constitutes a **substantive change**, which SACSCOC defines as "a significant modification or expansion of the nature and scope of an accredited institution," such as adding a degree program at a level different from that for which the institution is accredited. Only after the Coordinating Board and, if necessary, SACSCOC have approved the program may the University begin offering it.

Example of the Program Approval Process

The process of approval for the Master of Arts in Rhetoric and Composition (MARC) exemplifies the collaboration of faculty and administrators in creating degree programs that serve the University's mission of providing academically rich degree programs that help prepare students for careers in the regional economy.

Dr. Adam Ellwanger first introduced the idea of a MARC program that focused on preparing instructors to teach freshman composition in community colleges and or as dual credit courses. As conceptualized in Dr. Ellwanger's discussions with then-Chair of English Sandra Dahlberg and Dean Doveanna Fulton, the degree could potentially serve not only freshly-minted college graduates, but also English teachers in the public schools seeking credentials to teach the dual-credit courses. Focus-group surveys of recent graduates and local public-school teachers helped to determine the shape the program eventually took. After the UHS Provosts' Council gave planning approval, the preliminary planning process for the MARC program began in the English Department in Spring 2013, with potential instructors in rhetoric, composition, and theory working with Dr. Ellwanger and Dr. Dahlberg to craft a proposal. The [English Department Curriculum Committee approved the resulting program proposal on April 1, 2013](#). After subsequent approval by the Chair and the Dean, the MARC proposal was approved by the [University Curriculum Committee on April 5, 2013](#). MARC received approvals from the UHD Provost, the UHS Provosts' Council, and the [Board of Regents at the Board's meeting of May 14, 2013](#). Finally, the [Texas Higher Education Coordinating Board approved the MARC on June 18, 2013](#). Because UHD already offered similar master's programs, the MARC was not a substantive change and therefore did not require separate SACSCOC approval.

Subsequent Changes to Degree Program

In the event that a department seeks to make changes to an existing program, the departmental curriculum committee must complete a [Degree Plan Inventory Update Form](#). A proposed change must be approved at the following levels:

- the department curriculum committee, with the committee chair indicating the committee's approval by signing the Degree Plan Inventory Update Form;
- the department chair, indicating approval by signing the Degree Plan Inventory Update Form;
- the college dean, indicating approval by signing the Degree Plan Inventory Update Form;
- the Provost, indicating approval by signing the Degree Plan Inventory Update Form.

No other approvals are needed, unless the change results in the degree program exceeding the 120-hour maximum mandated by the Texas Higher Education Coordinating Board. In that case, the Provost must seek the Coordinating Board's approval before the change can be put into effect.

When the change is approved, the Provost submits the updated degree plan information for inclusion in the appropriate Course Catalog (undergraduate or graduate), and the department housing the program updates the programmatic information published on its website or in any written material it distributes.

Cross References

[Comprehensive Standard 3.7.5](#)

Sources

- [D.P.C._MA_in_Rhetoric_and_Composition_Approved_4.1.13](#)
- [Degree_Plan_Inventory_Update_Form](#)
- [ECC_Minutes_for_4-1-13_departmental_approval_for_MARC](#)
- [PS01A03 Academic Shared Governance Policy](#)
- [PS03A12 Changes to Curricula, Courses and Program Inventory](#)
- [SACSCOC_Substantive_Change_Policy_Statement](#)
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- [UHS_THECB_Bachelors_Masters_Degree_Planning_Form_Sept-2013](#)

3.4.2

Continuing Education/Service Programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown's continuing education, outreach, and service programs are consistent with its institutional mission; in fact, these things form a crucial part of UHD's mission and institutional identity, as the mission statements makes explicit:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Area, and through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service and scholarly research to develop student's talents and prepare them for success in dynamic global society. ([UHD Mission Statement](#))

UHD's Strategic Plan integrates [Continuing Education into its Programmatic Advancement](#) goal and the strategies implemented to achieve that goal, with the recognition that Houston-area professionals need to update their skills and knowledge continually to meet the employers' needs. The Strategic Plan also prioritizes community outreach and engagement, incorporating them in strategies to achieve Student Success, Programmatic Advancement, and Administration and Infrastructure goals. The University established the Center for Community Engagement and Service Learning to oversee the University's community-engagement efforts and to help instructors develop mission-appropriate service-learning courses. In recognition of UHD's success with this aspect of the mission, the Carnegie Foundation has awarded the University a prestigious [2015 Carnegie Foundation Community Engagement Classification](#).

Life-Long Learning Opportunities through Continuing Education (CE)

UHD's Continuing Education programs align with the University's mission by addressing community and regional development and by providing Houstonians life-long learning opportunities. UHD has four Continuing Education units, all of which are self-supporting departments: Applied Business and Technology Center (ABTC), College of Business Continuing and Professional Education, English Language Institute (ELI), and Criminal Justice Training Center (CJTC). The Continuing Education policy ([PS 03.A.33](#)) describes role of the CE programs, and curricula established, operations are managed and records are maintained.

Applied Business & Technology Center (ABTC)

ABTC partners with industry to design courses and programs that develop the knowledge and skills individuals need for career advancement, especially in Engineering and Information Technology. ABTC offers courses from introductory to advanced levels in engineering and information technology that will help existing and prospective employees to understand technological changes and fulfill the needs of industry. In addition, ABTC offers enrichment activities for young learners through innovative summer programs held at various locations in the Houston area. The courses are designed to support the curricula of STEM disciplines — science, technology, engineering and mathematics — with an interdisciplinary and applied approach.

The program has served nearly 1,400 professionals over the last three years, primarily in the construction, architectural, and energy-related fields. Its certificates and courses meet industry standards. In addition, ABTC has served nearly 6,600 students in STEM related disciplines over the last three years, through Summer programs for young learners held at various locations in the Houston area.

College of Business Continuing and Professional Education (CPEd)

Through its Continuing and Professional Education (CPEd) program, the College of Business provides professional development for individuals interested in career advancement. With the support of industry experts, Continuing and Professional Education identifies workforce-training needs and offers courses developed to provide the knowledge and skills that industry requires. It offers certificate programs in Professional Land Management, Advanced Petroleum Land Management, Right of Way, Commercial Credit, and Retail Management.

The program has served nearly 2,500 professionals each year for last three years, primarily in the oil and energy sector. Its certificates and courses meet industry standards and they are recognized as continuing education credits by relevant professional associations: American Association of Professional Landmen (AAPL), National Association of Lease and Title Analysts (NALTA), National Association of Division Order Analysts (NADOA), and the International Right of Way Association (IRWA).

Criminal Justice Training Center (CJTC)

The Criminal Justice Training Center (CJTC) provides training and educational opportunities for individuals in law enforcement professions. CJTC's Basic Peace Officer Training Academy provides students with preparatory training for certification as a basic peace officer in the State of Texas. CJTC has served 950 cadet over the past three years with a passing rate of 100%. It aims to provide training excellence through rigorous coursework and practical application. CJTC also offers continuing education classes that serve as review courses for certified police officers required to maintain state certification. Its courses are approved as continuing education credits through Texas Commission on Law Enforcement (TCOLE).

English Language Institute (ELI)

The English Language Institute trains students in the English language. Its general audience is international students, but it also serves residents of the Houston community. In the past academic year, our intensive English program served 413 International students on various visas, the majority being F-1 visa holders. It also served 40 Residents (green-card holders) and 8 U.S. Citizens whose first language is not English. Many ELI students took multiple sessions of classes.

The intensive English program improves the English language skills of students, first and foremost. Students improve their English language reading, writing, listening, speaking and grammar skills through a 7-level program. Graduating students are able to read academic content, write essays or short research papers, take meaningful notes during academic lectures, and give formal class presentations. Of the 70 students who attempted level 7 throughout the academic year, 49 graduated (a 70% graduation rate).

In the past year, ELI students solicited funds from the community to support an American nonprofit organization called Heifer International, which provides animals and animal husbandry information to low-income citizens of third world countries. Finally, ELI students engage in campus program activities such as the Model UN.

ELI students rate the intensive English program well. 83% of ELI students felt their English had improved significantly in academic year 2015. 83% of students have recommended or will recommend the program to their friends and family.

ELI's Business English Program increases job marketability of its students by providing training in routine communication tasks, such as making a presentation or writing a report. In the 2015 academic year, the ELI has served three businesses and two individual trainees with short-term and long-term trainings. The total trainees served were 22. Several returned for additional training during the year.

The English Language Institute also serves the University in its community outreach programs, chief among them being Citizenship Month, which coincides with International Education week and prompts public events from the ELI such as panel discussions and international awareness activities.

Engaging with the Community

UHD engages with the greater Houston community through a variety of programs and initiatives. In keeping with its mission, the University seeks to prepare educated engaged citizen, to strengthen democratic values and civic responsibility, to address critical societal issues and to contribute to the public good. In the 2013-2014 academic year, 2,700 UHD students logged more than 73,000 hours of service to their communities through the university-sponsored community engagement opportunities.

UHD Centers

The University currently has eight centers serving as conduits for community engagement. Each of these provides outreach and engagement programs specific to its focus. [PS 03.A.38](#) Procedures for the Operation and Approval of Centers and Institutes is the policy serves for as the guiding framework for the development and operation of UHD centers and institutes.

In what follows is a description of the centers and community engagement events that are sponsored by the centers often in collaboration with each other.

- **Center for Community Engagement and Service Learning.** The Center for Community Engagement and Service Learning (CCESL) was established to collate and track the community-based activities across the University and to promote the UHD's mission to engage "with the community to address the needs and advance the development of the region." This center tracks the activities from all the centers as well as from Student Activities and the academic departments. Staff from the center also work with instructors who wish to integrate community engagement or service learning components into their courses.
- **Center for Public Deliberation.** Housed in the College of Humanities and Social Sciences, the UHD Center for Public Deliberation (CPD) has an Advisory Board comprised of Houston community leaders and UHD faculty, and it is an affiliate of the National Issues Forums (NIF) network and partner to the Texas Forums project at the Lyndon B. Johnson Library in Austin, Texas. The CPD facilitates thoughtful conversations with Houston leaders and citizens about important public issues like health care, education, fair wage, unemployment, racism, and other issues that are relevant to Houston and the nation. The CPD's outreach and engagement activities include offering public forums and providing training and classes for those interested in facilitating future public discussions. In the 2014-2015 Academic Year, the Center's events included the America's Energy Future Forum and multiple Immigration in America forums. The CPD website provides information on the events hosted.
- **Center for Public Service and Family Strengths.** The Center for Public Service and Family Strengths (CPSFS) promotes public service, family strengths, and civic engagement building partnerships with community organizations, educational institutions, and public and private agencies and corporations. CPSFS is located in the College of Public Service with academic programs: Urban Education, Criminal Justice and Social Work.
- **Center for Critical Race Studies.** The Center for Critical Race Studies (CCRS) provides an opportunity students and members of the greater community to build knowledge by bringing together the multiple identities and cultures that inhere in the Houston community. Housed in the College of Humanities and Social Sciences, the Center for Critical Race Studies rounds out students' educational experience and prepares them to become a vital participant in Houston's social and economic future and the global community at large.
- **Center for Diversity, Equity, and Inclusion.** The University of Houston-Downtown Center for Diversity, Equity, and Inclusion serves the UHD community by leading efforts to support and enhance diversity, equity, and inclusion on our campus and to leverage the rich diversity of our campus community to the benefit of curricular and co-curricular learning opportunities for our students.

- **Center for Entrepreneurship.** The College of Business, Entrepreneurship Center continues to develop and implement instruction that draws from disciplinary content and real-world experiences. It also provides instruction on developing new business opportunities for existing organizations and for start-ups.
- **Center for Retail Management.** The College of Business, Center for Retail Management prepares students for lucrative and rewarding careers and provides seasoned retailing professionals with the tools they need for advancement.
- **Institute for Business, Ethics, and Public Issues.** The Institute for Business, Ethics, and Public Issues (IBEPI) is dedicated to promoting ethical business practices, research that focuses on current and emerging issues, and the exchange of business information and strategies located in the College of Business.

University Community Engagement Events

The following example offers a cross-section of UHD community engagement events.

- **Citizenship Month.** UHD partners with the City of Houston to lead and participate in a variety of activities related to Citizenship. The Kick-off Luncheon hosted by UHD brings many community stakeholders to the campus. As part of the program, UHD leads the "Walk2Vote" voter registration event to encourage students and community members to register. The **UHD Jazz Orchestra** performs with the Texan French Alliance for the Arts.
- **Buffalo Bayou Service Project.** High school students from Harmony Public Schools and area independent school districts learn about the Buffalo Bayou from science faculty and participate in a clean-up event with UHD students.
- **United Nations Events.** UHD has one of two UN Houston chapters, and sponsors several events throughout the year. Last year, the UHD chapter hosted a presentation by the United Nations Spokesperson Stéphane Dujarric, and students from two honor societies donated over \$1,100 for the United Nations Association's Nothing But Nets campaign.
- **The Big Read.** The Center for Critical Race Studies and the Center for Family Strengths collaborated to organize UHD's participation in the nation "Big Read" in 2014, which focused on Ernest Gaines' *A Lesson Before Dying*. The novel was integrated into the Freshman Convocation activities and used in outreach activities with approximately 300 high school students from Harmony Public Schools.
- **Department of Criminal Justice/Harris County Sheriff's Office Reentry Program.** Faculty and students from the Department of Criminal Justice work with the Harris County Sheriff's Office (HCSO) Reentry program. Students investigate city resources for inmate reentry and conduct academic research into rehabilitation. Their findings help facilitate the efforts of HCSO to help inmates reintegrate into society. **PBS's News Hour** featured this collaborative project on one of its broadcasts.
- **Scholars Academy Summer Camps.** Faculty and students in STEM disciplines host research-based learning experiences for Houston-area teachers and high school students. In addition to working on research projects, the teachers engage in lesson-planning using the knowledge and skills acquired through the projects.
- **Citizenship Month Literacy Project.** The Center for Public Service and Family Strengths' major focus is literacy, so in addition to its involvement with the Big Read, CPSFS collaborates with HISD and Harmony Public Schools for Citizenship Month Literacy Project. Urban Education faculty work with language arts teachers from HISD's Fondren Middle School, Las Americas Newcomer School, and Lee High School and from Harmony Public Schools to collaborate and cultivate ideas for an interactive curriculum with a focus on civic engagement and cultural awareness. The Harmony Public School teachers attended a two-day workshop at UHD. The lesson plans include poetry writing and reading assignments that address issues of social relevance in the local community. Middle and high school students had the opportunity to submit their poetry and supporting images to the Houston Citizenship Month contest. The awardees and their teachers were honored at the opening event of Houston Citizenship Month. This ongoing project was initiated in 2013.
- **House of Tiny Treasures:** Through the Center for Public Service and Family Strengths initiative, students from the College of Sciences and Technology and the College of Public Service as well as cadets from the Criminal Justice Training Center volunteer at the House of Tiny Treasures, a pre-school and primary school for homeless children ages 6 months to 6 years founded by SEARCH Homeless Services Organization. UHD volunteer projects conducted over a year's time include a collection of school uniforms and coats for House of Tiny Treasures students and their siblings; an infant supplies drive; a Fall Family Festival where student volunteers engage the children and their families in games, face-painting, and gathering treats; a Canned Food Drive for Thanksgiving; a Christmas Drive to provide clothing and toys for the children; a collection of candy and Valentine cards for the children; and the Spring Fling Egg Hunt for the children and their siblings.

Course-Based Community Engagement and Service Learning

The Center for Community Engagement and Service Learning also works with instructors to facilitate the integration community engagement and service learning projects into course curricula. Courses that meet service-learning criteria established by the Service Learning Committee and the University Curriculum Committee receive a Service Learning designation that appears in the course schedule. The [CCESL Service Learning Toolkit](#) provides instructors with guidelines for developing such courses. UHD's backs its commitment to service learning with an appropriate level of funding. During 2013-2014, the University awarded more than \$80,000 in CCESL grants to fund community engagement projects and the development of service-learning courses. Examples of some of the projects that have received funding include:

- **Harris County Juvenile Probation Department Excel Academy Writing Project.** During the fall 2014 semester, students from Dr. John Kelly's PED 3301 Introduction to Special Populations course and Dr. Colin Dalton's SED 3312 Organizing and Managing the Classroom Environment in the Secondary School course participated in a project designed to improve their understanding of and ability to teach at-risk youth. The UHD students worked with incarcerated youth in writing, illustrating, and publishing children's picture books. This project exemplifies the integration of teaching, service, and scholarly research in that students were taught and given opportunities to practice strategies for teaching at-risk youth, and these same students served by volunteering to work with at-risk youth at the Juvenile Probation Center. The faculty who led this project have presented their work at the Consortium of State Organizations for Texas Teacher Education Conference in 2014 and at the Quest for Quality: Excellence in Teacher Preparation and Educational Research Conference in 2013.
- **Older Adults and Autonomy Project.** Students in Dr. Dana Smith's directed study in the Social Work program volunteered for a hands-on project focused on community outreach, advocacy, and the senior adult population. The students developed, organized, and implemented services for senior adults in underserved areas through their creation of lessons designed to empower senior adults in underserved communities while increasing their ability to use common technological instruments such as Smartphones for activities associated with daily living. Specifically related to advocacy, the students did a walkability survey in an underserved area to determine pedestrian safety for senior adults, especially for those of limited mobility or with other limitations. The students shared their findings with city officials.
- **Designing Promotional Materials in Advanced Desktop Publishing.** Students in Dr. Matveeva's ENG 3331 Advanced Desktop Publishing course worked on new promotional materials for Bering Omega Community Services in Houston, a nonprofit organization that provides housing, food, medical care, hospice care, and psychological support for people with HIV/AIDS. The organization is funded by local charities and relies on the work of volunteers, including doctors, nurses, and psychologists. It is the only organization with such a focus in the larger Houston community. While exploring visual design principles and learning key functions in Adobe Illustrator, Photoshop, and InDesign, students had an opportunity to work with a real client and design new stationery products, cards, and brochures to help Bering Omega recruit volunteers and provide information to those who are affected by HIV/AIDS.

University College Outreach: Upward Bound and Talent Search

UHD's University College sponsors two federal program that mesh perfectly with UHD's commitment to providing academic support and college preparation for underserved populations: the Educational Talent Search Program and the Upward Bound. Through these programs, UHD aims to increase educational access to more Houston-area students.

- **Educational Talent Search:** The Educational Talent Search Program serves 829-875 young people between the ages of 11 and 27 who reside in Harris and North Harris County. Target schools include nine selected schools in the Aldine Independent School District. More than two-thirds of all Educational Talent Search Program participants are low-income and potential first-generation college graduates. The program's major goals include increasing the number of students from disadvantaged backgrounds who complete secondary education and enroll in postsecondary institutions. The program provides students tutoring in multiple modes of delivery, intensive summer math instruction, SAT/ACT preparation assistance, academic advising, financial-aid literacy, career development, and exposure to college campuses and cultural enrichment activities. The Department of Education (DoED) as awarded more than \$2, 000, 000 in funding to support the program over the past 5 years.
- **Upward Bound:** UHD has sponsored Upward Bound since 1980. The program currently serves 115 students between the ages of 13 and 19 who reside in Harris County. Target schools include five in the Houston Independent School District. More than two-thirds of the project's participants are low-income individuals who are potential first-generation college students. The remaining students have been identified as having a high risk for academic failure. Upward Bound program services include Saturday classes held at UHD during the fall and spring semesters. Among the offerings of Upward Bound are academic planning, workshops (study skills, life skills, etc.), career selection, mid-week tutorial classes, field trips, financial-aid literacy, and SAT/ACT preparation assistance. In addition, the Upward Bound Program holds a six-week non-residential college preparatory component for students in the 9th to 12th grades. A summer bridge program provides participants with services and activities, including college courses that aid in the transition from secondary education to post secondary education. The Department of Education (DoED) as awarded more than \$2,415,000 in funding to support the program over the past 5 years.

Cross References

[Comprehensive Standard 3.3.1.5](#)

[Comprehensive Standard 3.4.8](#)

Sources

-  2015 CE Classification final numbers FINAL
-  2015 CEC press release FINAL
-  2015_Carnegie_Foundation_Community_Engagement_Classification_UHD
-  CARNEGIE SELECTS COLLEGES AND UNIVERSITIES
-  CCESL Service Learning Toolkit
-  Camp STEM Prep brochure 2015
-  Citizenship Month Partners _ Major Opportunities at the University of Houston-Downtown
-  Citizenship Month Jazz Concert Poster 11-14-2014
-  Common Experiences_Big Read 2015
-  FSSP'14 Common Reader _ Major Opportunities at the University of Houston-Downtown
-  Mission and Vision _ Major Opportunities at the University of Houston-Downtown
-  PBS News Hour Profiles UHD's First-in-the-Nation Collaboration with the Harris County Sheriff's Office _ Major Opportunities at the University of Houston-Downtown
-  PS03A33
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-  Strategic Plan 2015-2020_Ref Continuing Education
-  Walk2Vote flyer 2014
-  WatershedWonder Enviro Camp brochure 2013

3.4.3

Admission Policies

The institution publishes admissions policies consistent with its mission.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) publishes admissions policies that are in accordance with its mission to provide strong academic and career preparation in an inclusive community dedicated to developing students' talents and preparing them for success in a dynamic global society. The Office of Admissions facilitates the admissions process and provides information regarding University policy to all prospective students and facilitates the admissions process. The Office of Admissions is committed to providing quality service to students in all phases of the admissions process and to ensuring that their experiences are positive.

UHD's official policy on the [Admission of Students, PS 03.A.24](#), outlines requirements for undergraduate, graduate, and international admissions and is published on the [UHD Policy Statements webpage](#) maintained by Employment Services and Operations. Admissions policies are also published in the [UHD Undergraduate Catalog](#) and the [Graduate Catalog](#). Application procedures and deadlines are published on the [Admissions website](#). As a part of the catalog-revision process, the Office of Admissions reviews explanations of the admissions policies to ensure accuracy and clarity. Admissions requirements are consistently and uniformly applied without regard to the locations or modality of program offerings.

Admissions staff members stay current with best practices through participation in webinars, trainings, conferences, and memberships in a number of state and national organizations, including the Texas Association of College Admission Counselors (TACAC), the Texas Association of College Registrars and Admission Offices (TACRAO), the National Association of College Admission Counselors (NACAC), the American Association of College Registrars and Admission Offices (AACRAO), the Association of International Educators (NAFSA) and the College Board.

Student Body Profile

UHD is one of the most diverse universities in the Southwest and has a student body accurately reflecting the diversity of the Houston community. With an average student age of 26.8, UHD serves a significant proportion of non-traditional students, half of whom are over the age of 24 and many of whom are employed either full or part-time. Nearly half of UHD students are enrolled part time. Graduate students represent 2% of the UHD student body. Since UHD is a non-residential university, all students live off campus, with students residing throughout the ten-county Houston metropolitan area. In Fall 2014, for example, 50% of enrolled students lived outside Beltway 8, which defines the urban core and the near suburbs ([UHD Quick Facts](#)).

Undergraduate Admissions

UHD is a comprehensive four-year university offering a wide array of baccalaureate programs and selected master's programs. Although the institution discontinued its undergraduate open-admissions policy in Fall 2013, the current admissions policies continue to reflect the University's values and mission to develop an inclusive community dedicated to advancing the development of the region.

In 2009, the University formed an Admissions Standards Committee that recommended the criteria for Automatic Admissions Standards for first-time-in-college students, and provided recommendations for additional admissions options such as individual approval for those who did not meet the Automatic Admissions Standards. The Admissions Standards Committee was comprised of faculty, administrators, Admissions staff, and students. The Admissions Standards Committee ensured that the new admissions standards aligned well with the University's mission, and in fact noted that the new admissions standards were developed in order to promote student success. (See [Admissions Standards Committee minutes](#).)

The University publishes its undergraduate admissions policies in the [Undergraduate Catalog](#), on the [UHD website](#), in the [Undergraduate View book](#), and in other recruitment materials.

Freshmen

Students who graduated from an accredited high school or hold a GED, and have no earned college credit or no college credit earned after high-school graduation, apply to UHD as Freshman Applicants.

The Texas Uniform Admissions Policy, codified in the [Texas Education Code §§51.801-51.809](#), requires that all students must meet one of the following college readiness standards in order to be eligible for consideration for admission to a Texas four-year public institution:

- Successful completion of the recommended or advanced (distinguished) high school program or completion of the portion of the program that was available to them; or
- Successful completion of a curriculum that is equivalent in content and rigor to the recommended or advanced (distinguished) high school program at a high school that is exempt from offering such programs; or
- Satisfaction of the College Benchmarks on the SAT or ACT assessment.

A student must meet the following admission requirements, which are published on the [Admissions Website](#), to be eligible for regular admission.

Table 1: Freshman Admission Criteria		
High School Rank in Class	SAT Scores (Math and Critical Reading) and GPA Requirement	ACT Scores (Composite) and GPA Requirement
Level 1 Top 25%	Guaranteed Admission	Guaranteed Admission
Level 2 Rank 26-50%	SAT 850 OR GPA \geq 2.5 Guaranteed Admission	ACT 18 OR GPA \geq 2.5 Guaranteed Admission
Level 3 Rank 51-99% or No Rank	SAT 850 AND GPA \geq 2.5 Guaranteed Admission	ACT 18 AND GPA \geq 2.5 Guaranteed Admission
GED Home School	SAT 850 Guaranteed Admission	ACT 18 Guaranteed Admission
N/A	SAT \leq 850 Individual Review	ACT \leq 18 Individual Review

Freshman-Transfer Students

Degree-seeking students who have graduated from high school or the equivalent, who have enrolled in a post-secondary institution, who do not have a bachelor's degree, and who have earned fewer than 15 college-level credit hours apply as freshman-transfer students.

To qualify for freshman-transfer admission, an applicant must have earned fewer than 15 college-level semester credit hours, have a minimum transfer GPA of 2.0 on a 4.0 grading scale in all non-remedial, college-level coursework from an accredited institution, and must meet all conditions outlined for freshman admissions.

Appealing Admissions Decisions

Freshman or freshman-transfer applicants who have been denied admission may request further consideration by submitting an [Admissions Appeal Form](#). Submitting an appeal does not guarantee the original admission decision will change. The applicant is encouraged to appeal only if:

- Their academic credentials (test scores and/or grades) have changed significantly, or
- They wish to provide additional information that further explains personal circumstances that may have affected their ability to meet admission requirements.

The Individual Review Committee is responsible for reviewing and making decisions on all admission decision appeals. All decisions on admission appeals are final. Serving on the Individual Review Committee are 5 faculty representatives (one from each of the degree-granting colleges) and 3 administrative representatives. (See [Individual Review Committee minutes](#) and [Admissions Appeal Form](#).)

Also included is a sample [redacted Admissions Appeal Form](#) to illustrate the process.

Conditional Admissions for Undergraduates

The Individual Review Committee reviews applications of those who do not meet the criteria for guaranteed admission to determine if they should be admitted conditionally. Freshman students admitted conditionally are required to complete specified requirements as defined by the Individual Review Committee before they are allowed entrance into courses. Failure to fulfill the specified requirements will prevent enrollment for the term of admission.

Transfer Students

Degree-seeking students who have graduated from high school or the equivalent, who have enrolled in a post-secondary institution, who do not have a bachelor's degree, and who have earned 15 or more college-level credit hours apply as transfer students.

To qualify for transfer admission, an applicant must have earned 15 or more college-level semester credit hours and must have a transfer GPA of 2.0 on a 4.0 grading scale in all non-remedial, college-level coursework from an accredited institution.

Transfer applicants who have been denied admission may request a new decision by submitting an [Admissions Appeal Form](#). Submitting an appeal does not guarantee the original admission decision will change. The applicant is encouraged to appeal only if:

- New grades have been received,
- The applicant is earning an associate's degree, and/or
- There are personal circumstances that may have affected the applicant's ability to meet admission requirements.

The applicant must provide proof of such changes as a part of the appeal process. The Individual Review Board is responsible for reviewing and making decisions on all admission decision appeals. All decisions on admission appeals are final.

Undergraduate Programmatic Admissions

Some undergraduate programs have additional admissions requirements that continuing or transfer students must meet. For example, all majors housed in the College of Business must meet the following criteria, published on the College of Business's "[Declaring a Business Major](#)" webpage before they are admitted to Business degree programs:

- A GPA of at least 2.5 on all coursework at UHD or the institution most recently attended,
- Completion of 42 hours of the common core requirements,
- Completion of College Algebra with a "C" or higher,
- Satisfactory completion of TSI requirements, and
- No transcript or cashier holds.

The Bachelor of Social Work program, housed in the College of Public Service, publishes its criteria on the [Bachelor of Social Work Admissions webpage](#):

- Satisfactory completion of English Composition I and II, plus student's math requirement.
- Ability to [complete application](#) and follow [application process instructions](#).
- Minimum GPA standard of 2.5 in most recent 30 hours.
- Quality, strength and appropriateness of writing sample and [two reference forms](#).
- Quality and progress of all prior academic history (GPA will be calculated by the last 30 hours of coursework).
- Demonstrated compliance and/or potential compliance with professional expectations as indicated in interactions and communications with staff, faculty, and students (see [Student Handbook](#)).

Undergraduate programs that have additional criteria publish them online on their programmatic webpage and in the [Undergraduate Catalog](#).

Graduate Admissions

Applicants wishing to pursue graduate-level work at UHD must hold a bachelor's degree from an institution that is accredited by an accrediting agency recognized by the U.S. Department of Education or have completed undergraduate work at a foreign university that is determined to meet the higher academic quality of an accredited American institution. These applicants must meet the minimum admission criteria of the graduate program in which they wish to enroll.

Graduate-program applicants submit all admissions documents to the Office of International and Graduate Admissions; however, each graduate program has established its own academic requirements for graduate admissions to its program. Admissions requirements are consistently and uniformly applied without regard to locations or modality of program offerings. Each program has its own admissions committee comprised of faculty and academic administrators who evaluate the applications. This information is available in the [Graduate Catalog](#), graduate program recruitment materials (see [Federal Requirement 4.6 Recruitment Materials](#)), and the UHD website for each graduate program:

- [Master of Arts in Non Profit Management admissions webpage](#) and MANPM admissions guidelines in the [Graduate Catalog \(51-52\)](#).
- [Master of Arts in Rhetoric and Composition admissions checklist webpage](#) and MARC Program admissions guidelines in the [Graduate Catalog \(48-49\)](#).
- [Master of Arts in Teaching admissions webpage](#) and MAT admissions guidelines in the [Graduate Catalog \(56-57\)](#).
- [Master of Business Administration admissions webpage](#) and MBA admission guidelines in the [Graduate Catalog \(39-40\)](#).
- [Master of Science in Criminal Justice webpage](#) and MSCJ admissions guidelines in the [Graduate Catalog \(54-55\)](#).
- [Master of Security Management for Executives admissions webpage](#) and MSME admission guidelines in the [Graduate Catalog \(44-45\)](#).
- [Master of Science in Technical Communication admissions webpage](#) and MSTC admission guidelines in the [Graduate Catalog \(46-47\)](#).

International Student Admissions

UHD is authorized by the U. S. Citizenship and Immigration Services (USCIS) to accept international students who enter the United States with an F-1 student visa. Information regarding international student admission to undergraduate or graduate programs is available in the [Undergraduate Catalog \(27-28\)](#), [Graduate Catalog \(21\)](#), or on the [UHD website](#).

In addition to fulfilling the other published admission requirements, all international students must provide a transcript evaluation by a UHD-approved certified evaluation service of all transcripts from colleges and universities outside the United States, proof of English proficiency (TOEFL score of at least 550 paper-based, 213 computer-based, or other acceptable evidence of English proficiency at a level acceptable for college), proof of financial support prior to approval for admission, and any other documentation required to comply with policies and procedures of the U. S. Citizenship and Immigration Services. These requirements are explained in the [Undergraduate Catalog \(27-28\)](#), in the [Graduate Catalog \(21\)](#), and on the [International Students page](#) linked to the [Admissions homepage](#).

Post-Baccalaureate Admissions

Students who have completed the equivalent of a bachelor's degree and desire to take undergraduate courses, pursue a second undergraduate degree, or take the prerequisite courses needed for graduate programs, apply as post-baccalaureate applicants. To qualify for post-baccalaureate admission, an applicant must have a minimum 2.0 transfer GPA. Guidelines for post-baccalaureate admissions are published in the [Undergraduate Catalog \(26\)](#) and on the [Admissions Website](#).

Transient Admissions

Students wishing to attend UHD for only one long semester or for one or more summer sessions may qualify for transient admission. Transient students must also have satisfied the [Texas Success Initiative \(TSI\) requirement](#), showing college readiness according to the provisions of the Texas Success Initiative and UHD. Guidelines for transient admissions are published in the [Undergraduate Catalog \(26\)](#) and on the [Admissions Website](#).

Cross References

[Federal Requirement 4.6](#)

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3.4.4

Acceptance of Academic Credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Through clearly defined and published policies, University of Houston-Downtown (UHD) publishes and implements policies to ensure that the evaluation, awarding, and acceptance of transfer credit, credit by examination, and advance placement are consistent with the institutional mission. UHD further ensures that the learning outcomes and coursework represented by those credits are at an appropriate collegiate level and comparable to UHD coursework. UHD, in general, does not award academic credit for non credit professional certificates. In compliance with state law, the University has policies in place for awarding credit at the undergraduate level for military service and military training. UHD's policies thus conform to those established by the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These policies are published in the UHD Undergraduate and Graduate Catalogs and are uniform regardless of course-delivery modality or location of the program in which the student enrolls.

Transfer Credit Articulation

In evaluating transfer credits, UHD follows clearly defined criteria outlined in the UHD [Acceptance of Transfer Credit policy, PS 03.A.10](#). Additional criteria are mandated by the [Texas Education Code 61.822](#) regarding the core curriculum, which mandates that the Texas Core Curriculum be accepted as transfer credits at any Texas institution of higher education provided they were earned at a regionally accredited institution. The provisions of this policy are consistent with UHD's mission of "providing strong academic and career preparation" and supporting regional development by educating students for the Houston-area workforce. The policies apply to all students without regard to the locations at which a student plans to enroll. The main elements of the policy are published in the [Undergraduate Catalog pages 40-41](#).

Admission applicants who have already earned college credit and indicate plans to earn a degree at UHD will have their previous college credit evaluated during the admissions process by the Office of Admissions in accordance with the transfer credit regulations in effect at the time of enrollment. The following provisions provide assurance that course work and learning outcomes for transferred courses are at the collegiate level and comparable to UHD coursework:

- limitations on institutions from which credit may be accepted to those that are accredited by a recognized accrediting association;
- requirements that all transcripts be official and complete;
- regular review and approval of transfer credit equivalencies by academic colleges.

Texas Common Course Numbering System

For many lower-division courses for which transfer credit is requested, the assurance that they are collegiate level courses comparable to UHD courses comes from the University's partnership in the [Texas Common Course Number System \(TCCNS\)](#). The TCCNS, defined under [Texas Education Code 61.832](#), is a cooperative system between Texas community colleges and universities that provides uniform transfer designations for course equivalency between Texas institutions of higher education. As a partner in TCCNS, the University has identified 125 lower division courses that are equivalent to courses listed in the [Lower-Division Academic Course Guide Manual](#), which is the official list of courses approved for transfer that may be offered by public community colleges in Texas. Every two years, the various academic departments involved update the list of UHD courses identified as equivalent to TCCNS. More information can be found about the TCCNS, including course equivalencies, at [www.tccns.org](#) and in the [Undergraduate Catalog page 192](#).

The faculty and the associate deans in academic colleges also have the responsibility for determining applicability of transfer credit to specific degree-program requirements. To file an appeal regarding transfer credit, students complete and submit the [Transfer Evaluation Request form](#). The associate deans of the college housing the programs have the responsibility for evaluating the request and responding to the students.

In accordance with [PS 03.A.06 on Graduation and Commencement](#), all students graduating from an undergraduate program at UHD must complete a residency requirement of a minimum of 30 semester hours of UHD coursework, including at least 18 upper-level semester hours in the major. C

Community College Agreements

The University maintains articulation agreements with local community colleges. These agreements clearly identify the lower-division course work that can be taken at the community college for transfer to UHD in fulfillment of specific degree-program requirements. The agreements include [joint admissions](#), [reverse transfer](#), and [transfer guides](#). These agreements are updated annually or as specific degree-program requirements change. A sample of each is included with the supporting documents:

- [Houston Community College Reverse Transfer Agreement](#)
- [Lone Star College \(originally North Harris Community College District\) Joint Admissions Agreement Memorandum of Understanding](#)

Transfer Credit Guide

UHD has [transfer guides](#) available online for students transferring credit from Houston Community College, Lee College, San Jacinto College, and Wharton County Junior College. General course articulations at UHD can also be determined by reviewing course descriptions from school catalogs through the [College Source Transfer Evaluation System's \(TES\) online database resource tool](#); however, students may be required to submit additional information (such as a course syllabus), and courses may be subject to review by disciplinary experts in the academic departments to determine transferability. Substitutions and exceptions may be granted with permission of department chairs and/or program coordinators in specific situations based on program requirements.

Transfer Credit Dispute Resolution Procedures

Students who receive written notification from the Office of Admissions that a lower-level course taken at another Texas public institution of higher education has not been accepted may challenge the denial of credit by UHD. To initiate a dispute action, students must complete a [Transfer Evaluation Request form](#). The form and instructions for its completion are available from a link on the [Admissions Office's Transfer Credit website](#).

Transfer Credit from International Institutions

Transfer work from international institutions is evaluated on an individual basis. Credit from international institutions must be evaluated by a credential evaluation service recognized by UHD. Transfer credit will be awarded for work satisfactorily completed at international institutions offering programs recognized by UHD and courses equivalent in character and content to courses offered at UHD. This information is published in the [Undergraduate Catalog \(27\)](#) and the [Graduate Catalog \(21\)](#).

Graduate Transfer Credit

UHD's Policy Statement on [Graduation and Commencement \(PS 03.A.06\)](#) establishes a so-called "residency" requirement in Section 3.6.1.3, placing a strict limit on transfer hours for students in graduate programs:

A maximum of six transferred graduate semester credit hours may be applied to fulfill UHD graduate program requirements, if approved by the graduate program director.

In accordance with the policy, students seeking to transfer more than six credit hours must petition the Dean of the appropriate academic college, who will decide whether an exception is warranted ([PS 03.A.06, §3.6.1.4](#)). PS 03.A.06 is published on the UHD Academic Policies website. The transfer-credit limitation is also discussed in [The Graduate Guidelines \(4-5\)](#), in the "Academic Policies" section [UHD Graduate Catalog \(38\)](#), and in the individual program descriptions in the "Graduate Academic Programs" section of the [UHD Graduate Catalog \(39-59\)](#).

In addition to those established in [PS 03.A.06, The Graduate Guidelines](#) specifies a number of restrictions on transfer credits, including minimum grade earned, pre-matriculation approval, and submission of supporting documents to verify the equivalency of courses:

Transferred coursework must be at the graduate level, from a regionally accredited university, and at the B level or above. Students who would like to apply credit earned prior to a graduate program must make the request, to the relevant director, prior to matriculating. Students who wish to include coursework earned *after* matriculating must seek approval *before* registering for the intended coursework. Applying for transfer credit approval will require the submission of various materials and may include the following: a syllabus, a description of the course, and an explanation as to why the course qualifies for transfer in the particular program. ([Graduate Guidelines Handbook 4-5](#)).

These restrictions ensure that the courses for which the student receives transfer credit have the appropriate content and rigor commensurate with UHD graduate courses.

Experiential Learning

UHD does not award academic course credit for experiential learning or life experience at the graduate level. At the undergraduate level, academic credit may be awarded for military service and military training. This exception allows UHD to comply with the provisions of [Texas Education Code 51.3041 and 51.3042](#). UHD's policies on credit for military training and service are published in the [Undergraduate Catalog on page 44](#).

Military Service

In compliance with [Texas Education Code 51.3042](#) and [Texas House Bill 269](#), UHD and other Texas higher education institutions award credit to eligible undergraduate students for military service itself (rather than for college-level courses taken while serving in the military) if certain requirements are met.

UHD will award up to twelve hours of credit to satisfy any electives outside the student's major or minor course requirements for the student's degree program if the student:

- graduated from a public or private high school accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense; and
- is an honorably discharged former member of the armed forces of the United States who completed at least two years of service in the armed forces or was discharged because of a disability.

UHD has established procedures for the evaluation of Military Service Credits. Students may request military service credit by completing a [Military Service Credit Request Form](#) and providing verification of military service with a Military Service Record Request, Form DD214 Report of Separation. If the student meets all requirements, UHD adds appropriate credits to the student's transfer credit report.

Military Training

As specified by the State in [Texas Education Code 51.3041](#), credit may be granted for military training when such training is deemed to be at the baccalaureate level and consistent with the degree the student is seeking. Transfer credit is based on recommendations made in the [American Council on Education \(ACE\)'s Guide to the Evaluation of Education Experiences in the Armed Services](#).

Credit by Examination

The awarding of credit by examination is governed by the UHD policy on [Credit by Exam and Credit by Approved Equivalencies, PS 03.A.11](#). UHD recognizes Advanced Placement (AP), College Level Exam Program (CLEP), and International Baccalaureate (IB) exams. UHD treats acceptable performance on such exams as transfer credit and does not include this credit in calculating the grade point average. Minimum acceptable scores for the different examinations are listed in the [Undergraduate Catalog on pages 41-44](#).

Credit by examination earned at another institution may be transferred provided the institution is accredited by one of the six recognized regional accrediting associations, the credit is at the college level, and the credit is shown on the school's official transcript. UHD's acceptance in transfer of exam credits earned at another institution does not imply that the credits are applicable to a specific degree program. The academic colleges decide the applicability of any credit by examination to the specific degree program.

UHD accepts up to 24 semester credit hours of credit by examination. Credit received by examination does not fulfill the University residency requirement of a minimum of thirty semester hours of UHD coursework and at least eighteen upper-level semester hours in the major.

In addition to standardized exams that provide academic credit equivalencies, the UHD [Credit by Exam and Credit by Approved Equivalencies Policy PS 03.A.11](#) also allows credit to be awarded for examinations used within a professional field for which equivalency agreements have been developed and approved by a department at UHD. In accordance with this provision, students who have successfully completed UHD's Police Academy and who subsequently pass the licensing exam of the Texas Commission on Law Enforcement Officer Standards and Education, may apply for credit for CJ 2301 (The Police System) and CJ 2302 (The Criminal Court System). This information is published in the [Undergraduate Catalog on page 138](#).

Professional Certificates

UHD in general does not award academic credit for non credit professional certificates.

Cross References

[Core Requirement 2.7.2](#)

[Comprehensive Standard 3.4.6](#)

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3.4.5

Academic Policies

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) publishes academic policies that adhere to principles of good educational practice. The University disseminates these policies to students, faculty, staff, and other interested parties through its course catalogs, its student and faculty handbooks, and its website, all of which accurately represent the University's programs and services. The University develops these policies through the shared-governance processes defined in [UHD Policy Statement 01.A.03](#).

Publication of Academic Policies

UHD's academic policies are codified in Section 3 ("[Academic Policy Statements](#)") of the [UHD Policy Statements](#) (PS), which are published on its website.

Relevant policies are also included in the course catalogs, which are published in hard copy form and in downloadable digital format available on the UHD website.

- The [UHD Graduate Catalog](#) discusses relevant policies in its "[Graduate Policies and Procedures](#)" section, including policies on course load (32), acceptance of transfer credit (33), academic honesty (34), and academic probation and suspension (35), among others.
- The [UHD Undergraduate Catalog](#) discusses relevant policies in its "[Undergraduate Policies and Procedures](#)" section, including policies on admissions (23-26), dropping classes (38), courses load (39), transfer credits (40), academic honesty (45), and academic probation and suspension (47-48), among others.

Academic policies are also covered in the undergraduate [Student Handbook](#), the [Graduate Guidelines](#), and the [Faculty Handbook](#).

- The undergraduate [Student Handbook](#) includes wider-ranging discussions of policies in the "Academic Issues" (6-13) and the "Policies" (28-60) sections, which includes academic honesty (28) and the Students Rights and Responsibilities policy (55), among others.
- The [Graduate Guidelines](#) includes discussions of relevant policies such as academic honesty, transferring credit, and intellectual property, and includes an appendix with links to the relevant UHD Policy Statements.
- Academic policies are discussed throughout the [Faculty Handbook](#), particularly in Section IV on Faculty Rights and Responsibilities and Section V on Instructional and Curricular Issues. In addition, the [Faculty Handbook](#) includes hyperlinks to all Board of Regents Policies, University of Houston System Administrative Memoranda (system-wide policies), and UHD Policy Statements in the "Official UHD and UHS Policies" chapter of Section II (7-9).

In addition to publishing policies online, the University introduces new students to several key policies during [New Student Orientation programs](#).

Policy Development

The University ensures that its academic policies conform to "principles of good educational practice" in the context of its mission by making faculty a driving force in the development process, including the perspectives of UHD's multiple constituencies, and conforming policies to University of Houston System, state, and federal requirements.

Academic policies at UHD are developed through the process described in [PS 01.A.03, Academic Shared Governance Policy](#), which establishes the Academic Policy Committee as the entity responsible for "the review and recommendation of policies pertaining to academic standards and regulations" (§2.5.2). The [Academic Policy Committee](#) is comprised of faculty from each college, administrators, and two student representatives.

The [University Curriculum Committee \(UCC\)](#) is responsible for developing and revising "policies pertaining to the development and approval of new courses and degree programs and other curriculum changes" ([PS 01.A.03, §2.5.3](#)). The UCC also reviews and approves curriculum changes in accordance with those curricular policies. The University Curriculum Committee is comprised of all the department chairs, one faculty representative from each college, and two students chosen by the Student Government Association. The [UCC minutes of May 3, 2013](#), show the committee discussing and approving a draft of the new [Assessment Policy, PS 03.A.31](#), which they then forwarded to the Academic Affairs Council for the next step in the policy approval process.

[PS 01.A.03](#) further stipulates that new policies or revisions proposed by the Academic Policy Committee or the University Curriculum Committee must be recommended to the President by the Academic Affairs Council (§2.7), a larger body whose voting membership "consists of the president and vice president of the Faculty Senate, the academic deans, one department chair, and two faculty members elected from each degree-granting college. The Provost/Vice President for Academic Affairs serves as the Academic Affairs Council's chair and votes only to break a tie" (§2.7.1). The Academic Affairs Council also includes non-voting *ex officio* members representing other University constituencies, including chairs of all standing policy committees, two student representatives, a staff representative, the Vice President for Administration and Finance, and a representative from the Office of Student Affairs (§2.7.1). As their membership rosters indicate, both the Academic Policy Committee and the Academic Affairs Council have significant faculty representation and include representatives from multiple constituencies, including students.






















[PS 01.A.01, UHD Policy and Procedure System](#), stipulates that all policies must conform to University of Houston System policies, Board of Regents Policies, and state and federal laws (§3.6.2). In the event of conflict with any of these, the UHD policy must be revised. As [PS 01.A.01](#) stipulates, all policy statements "contain a section titled Review Process that states the party responsible for review and the frequency with which the policy will be reviewed" (§ 3.3.5). For example, [PS 03.A.06 Graduation and Commencement Policy](#) identifies the Senior Vice President for Academic Affairs and Provost as the party responsible for reviewing that policy and stipulates a five-year review cycle. If the Provost determines the policy needs revision, he will charge the Academic Policy Committee with undertaking those revisions.

An example of the academic-policy development process can be seen in the recent revision of [PS 03.A.06 Graduation and Commencement Policy](#). The Academic Policy Committee discussed this policy at its meetings of [September 19](#) and [October 17, 2014](#), and submitted its proposed revision to the Academic Affairs Council for consideration at its [November 24, 2014 meeting](#). As the minutes of that meeting demonstrate, the Academic Affairs Council provided the Academic Policy Committee Chair important suggestions about the section involving honors and asked the committee to revise the policy further. Subsequently, the Academic Policy Committee reworked the section on Graduation with Honors (§3) at its [April 3, 2015 meeting](#) and brought the revised version of the policy before the [Academic Affairs Council again on April 24, 2015](#), when the policy was approved (as reflected in the Council minutes). The President ultimately signed the revised policy on June 22, 2015.

Cross Reference

[Federal Requirement 4.3](#)

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3.4.6

Practices for Awarding Credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) employs sound and acceptable practices for determining the amount and level of credit award for all courses, regardless of the format or mode of delivery.

The University's practices for awarding credit conform to the Texas Higher Education Coordinating Board rules governing such practices, codified by [Texas Administrative Code Title 19, 4.A., §4.6](#), which stipulates that "Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam." This Coordinating Board rule also establishes the expectation that each course requires "a significant amount of non-contact hour time for out-of-class student learning and reflection." Courses offered in shorter timeframes "are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester." Moreover, exceptions to the contact hour requirements are permitted by the Coordinating Board only "if the course has been reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have *equivalent learning outcomes to an equivalent, traditionally delivered course*" (emphasis added). The Coordinating Board rule focuses on learning outcomes as the basis for determining the amount of credit.

To ensure that practices for awarding credit conform to state and federal regulations and nationally accepted standards, UHD has established [PS 03.A.30, Semester Credit Hours Policy](#), which adopts the language of the Federal Regulation §600.2 and the SACSCOC Credit Hours Policy Statement in its definition of the semester credit hour:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates one hour of classroom or faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a different period of time (§2.1).

The University's stipulated definition of the semester credit hour applies to all UHD courses and academic activities, "including laboratory work, internships, practicum, studio work, experiential learning, distance, correspondence and any other academic work leading to the award of semester credit hours" ([PS03.A.30, §1](#)). Moreover, "all shortened-format and alternatively-delivered courses must meet similar rigor, quality, learning outcomes, and academic standards" as the traditionally delivered courses (§3.1). [PS 03.A.30's](#) definition of semester credit hours guides the University's practices in awarding credit, and the policy clearly emphasizes student achievement and learning outcomes as the bases for determining the amount and level of credit, regardless of delivery mode or format.

UHD's [Online Education Policy, PS 03.A.37](#), provides further assurance that students in online sections must achieve the same learning outcomes as students in face-to-face courses to receive credit. This policy stipulates that "all policies, standards, and guidelines for traditional courses apply to online course sections" of the same course (§3.3.2) and that "course descriptions, prerequisites, and learning outcomes, as well as the approval processes will not differ based on delivery mode" (§3.4.1). Face-to-face, hybrid, and online versions of the same course must have equivalent learning outcomes and levels of rigor.

[The Student Handbook](#), available on the [University's website](#), provides students a brief explanation of the Course Credit and Numbering System (8).

Faculty-Driven Course Development and Approval Process

Regardless of their delivery mode, all new courses, including Special Topics courses, must be approved through the process described in [PS03.A.12, Changes to Curricula, Courses, and Program Inventory](#). This faculty-driven process, which is discussed at greater length in [CS 3.4.10](#), entails review and approval by the departmental curriculum committee, the department chair, the dean, the University Curriculum Committee, and the Provost. Course proposals must specify the number of hours and must include learning outcomes and an attached proposed syllabus specifying required coursework and assignments (see the included [Course Inventory Request form](#)). [PS 03.A.12](#) specifically charges the University Curriculum Committee with ensuring that course proposals include the measurable learning outcomes that ultimately justify course credit. Through this approval process, faculty reviewers guarantee that new courses conform to expectations about the appropriate rigor and amount of intellectual work for the credit hours awarded. The credit hours awarded for the course thus correspond to the amount and level of student learning elicited by the course and its outcomes.

Course Scheduling

Face-to-face courses require 45 contact hours of classroom instruction (excluding the final exam), while hybrid courses require one-half classroom instruction and one-half online instruction. (Contact hours are defined as 50 minutes of instruction plus ten minutes of break.) Department chairs and program administrators schedule courses using the Banner program. The Banner interface requires that courses identified as face-to-face (FTF) include the required amount of classroom hours according to number of credits, no matter the length of the semester or the number of days per week a course will meet. Similarly, Banner ensures that hybrid courses are scheduled for the requisite 50 percent face-to-face hours. The supporting documents for this standard include Banner Course Review Forms for [3-credit-hour face-to-face](#) courses and a [3-credit-hour hybrid course](#).

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[Core Requirement 2.7.2](#)

[Comprehensive Standard 3.4.4](#)

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3.4.7

Consortial Relationships/Contractual Agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) ensures the quality of educational programs and courses offered through consortial relationships and contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the University's mission. The University has a limited number of these arrangements, all of which are consistent with UHD's commitment to affordability, access, "strong academic and career preparation," and community engagement through academic programs in order to "address the needs and advance the development of the region" ([UHD Mission Statement](#)).

Agreement with Texas A&M University's Nuclear Power Institute

The Department of Natural Sciences has developed an [agreement with Texas A&M University's Nuclear Power Institute \(NPI\)](#) to offer five specialized applied physics courses to UHD majors in Natural Sciences. Under the terms of this agreement, which is related to a Nuclear Regulatory Commission grant shared by UHD and Texas A&M faculty, UHD students are allowed to take specific online courses taught by Texas A&M physics faculty. The courses are listed in the UHD course inventory as follows:

- PHYS 2210 - Nuclear Power Plant Human Performance
- PHYS 2310 - Nuclear Power Plant Fundamentals
- PHYS 2311 - Nuclear Power Plant Systems Pressurized Water Reactor (PWR)
- PHYS 2312 - Nuclear Power Plant Operations
- PHYS 2313 - Nuclear Power Plant Systems Boiling Water Reactor (BWR)

These courses were reviewed and approved at the department, college, and university levels through the same processes as all other UHD courses. In Fall 2014, the University Curriculum Committee approved these five courses ([Morano email](#)), which will appear in all subsequent undergraduate catalogs. The courses themselves are electives for students and lead to NPI certification. As [President Flores notes in his letter to NPI Director Kenneth Peddicord](#), such certifications are "vital to NRC scholars" and to those who will work in the nuclear power industry, so the courses are beneficial to the students themselves and to residents of the entire Houston Metropolitan area. Texas A&M is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges. In the event that Texas A&M can no longer offer these courses, UHD Natural Sciences faculty are able to teach the courses. Included in the supporting documents is the [Memorandum of Understanding with Texas A&M signed by UHD Senior Vice President/Provost Ed Hugetz](#).

Agreement with University of Houston and the Air Force ROTC

The Department of Social Sciences offers a minor in Military Leadership ([Undergraduate Catalog 126-127](#)) that through a 2007 agreement with the University of Houston and the Air Force ROTC (AFROTC), allows qualified UHD students "to earn appointments as commissioned officers in the United States Air Force" ([UH Contract No. K-07-00741](#)). The minor requires 18 semester hours in Military Science, some of which may be filled by courses taught by the UHD History faculty, but most of which are numbered under the MSC1 prefix in the [Undergraduate Catalog \(290-292\)](#) and offered by UH and AFROTC faculty on the UH campus. University of Houston is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges. Although the minor is open to all UHD students, there are very few Military Leadership minors, and they are almost exclusively those who are seeking an Air Force commission. The agreement affords those UHD students an opportunity to pursue military career options that they would not otherwise have as part of their undergraduate education, so that the program is beneficial to the students and to the United States Air Force.

Dual Credit Arrangements with Local School Districts

Dual credit is a process through which a student may fulfill high-school course requirements by successfully completing a college course that provides baccalaureate-level academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The "dual credit" earned is college credit and high school credit for a single course. [Texas Education Code §28.009](#) requires that each school district "shall implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school" and that public higher education institutions must assist "in developing and implementing that program." The opportunity for at least 12 college credit hours may be met through Dual Credit, among other methods mentioned in the statute. Because Dual Credit courses are college courses, the institution offering the course is responsible for the content. However, because the high school is also awarding credit, the public school district is also responsible for ensuring that the enrolled students have mastered the requisite TEKS skills.

UHD includes among its priorities pre-collegiate outreach and strategic orientation efforts with an ongoing focus on retention. The first goal of the [UHD Strategic Plan 2012-2020](#) states that by "expanding our recruitment efforts, refining our early identification of qualified students and broadening our outreach into the community we will attract more students and keep them engaged right through graduation." Dual credit courses have been one means of achieving that outreach while addressing statutory requirements to help local school districts offer eligible students the opportunity to earn college credit before graduating from high school.

At UHD, dual-credit articulation arrangements (as with Houston Independent School District) or more formal Memoranda of Understanding (as with Spring Branch Independent School District) are initiated when district administrators express an interest in collaborating with the University to offer eligible high school juniors or seniors the opportunity to enroll in college courses for credit while satisfying their secondary education curriculum requirements. The public school district's Dual Credit liaison grants approval for UHD to offer the courses once discipline-specific district coordinators have reviewed the course syllabi and determined that all TEKS have been appropriately addressed and included in the course. The courses themselves are part of UHD's curriculum, with the same syllabi, content, and course learning outcomes as other iterations of the same course at UHD. Instructors teaching UHD Dual Credit courses are UHD faculty members who have been vetted by their departments through normal hiring and evaluation processes, and who have met the minimum degree requirements of the Southern Association of Colleges and Schools Commission on Colleges and Schools (SACSCOC), that is, a master's degree or doctoral degree with 18 graduate hours in the discipline being taught. The use of UHD faculty and curriculum ensures that the quality of the course delivery and overall program effectiveness are not compromised, and these course sections are included in regular departmental assessment. Given the relatively advanced nature of the courses for high-school students, the enrollment in the dual-credit courses is typically small; for example, some sections have five or fewer students, while the majority of courses have fewer than 20.

To facilitate Dual Credit courses, UHD has appointed a Dual Credit Coordinator who reports to the Dean of University College. Included with this narrative is the Dual Credit Coordinator's report entitled "[Dual Credit Program Update Summer 2015](#)," which contains data on the number of UHD dual-credit courses and enrolled students Summer 2012-Summer 2015, along with background information and suggestions for improving the program. The University has a formal [Memorandum of Understanding with Spring Branch Independent School District \(SBISD\)](#), which is included in the supporting documents. The University has worked with its other dual-credit partner Houston Independent School District (HISD) to deliver courses at several nearby high schools since 2007 under a separate working agreement, but the University is currently working to formalize a Memorandum of Understanding with that district.

Sources

-  2014_2015_Undergraduate_UHD_Catalog_Full (Page 130)
-  Crosstown_Agreement_between_UH_UHD_and_AFROTC
-  Dual_Credit_Program_UPDATE_SUMMER_2015
-  Flores_to_Peddicord_of_TAMU-NIP_9-22-2013
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3.4.8

Noncredit to Credit

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) awards academic credit for work originally taken on a noncredit basis in limited circumstances for undergraduate students who have completed military training or Texas Commission on Law Enforcement's Basic Peace Officer Training. For these situations, the University follows very precise guidelines to determine that the noncredit work is equivalent to work in the designated UHD courses. In no other circumstances does UHD award credit for coursework taken on a noncredit basis. UHD does not award academic credit for graduate coursework taken on a noncredit basis and prohibits students enrolled as auditors in UHD courses from converting the courses to credit-bearing.

Credit for Basic Peace Officer Training

The Criminal Justice department converts to credit the noncredit-bearing Basic Peace Officer training received at the UHD Criminal Justice Training Center Police Academy or at any other Texas Commission on Law Enforcement (TCOLE) Basic Peace Officer's Academy. Such training is certified by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). Students who successfully complete the TCOLE curriculum and pass the licensing exam may apply for credit for CJ 2301 (The Police System) and CJ 2302 (The Criminal Court System), but no other criminal justice classes may be substituted. Students must be enrolled at UHD in order to receive credit and cannot receive credit for classes in which they are currently enrolled or for which they have already received credit. No grade is awarded for credit obtained in this manner. These rules are disclosed to students in the *Undergraduate Catalog* (138, 140).

Credit for Military Training Courses

In compliance with in [Texas Education Code 51.3041](#), UHD and other Texas higher education institutions may award credit to eligible undergraduate students for military training courses when such coursework is deemed to be at the baccalaureate level and consistent with the degree the student is seeking. (Credit for Military Service is discussed in [Comprehensive Standard 3.4.4](#).) UHD awards transfer credit for military training courses based on recommendations made in the [American Council on Education \(ACE\)'s Guide to the Evaluation of Educational Experiences in the Armed Services](#). If the training courses meet guidelines for comparable level of rigor and content, UHD adds the appropriate credits to the student's transfer credit report. No grade is awarded for credit obtained in this manner. UHD's policies on credit for military training and service are published in the *Undergraduate Catalog* (44).

PS 03.A.03 Auditing Courses

UHD policy prohibits students who have enrolled in a regular University course on a noncredit or audit basis to then change their registration status and obtain credit. [PS 03.A.03 Auditing Courses, §3.2.2](#), states, "After registering to audit a course, students may not change during that same semester to credit status for that course." To audit a course in a given semester, the student must submit a Request for Audit form, signed by the instructor, to the Registrar's Office before the semester's Official Day of Record. However, PS 03.A.03 does permit students to "change from credit status to audit status no later than the twelfth day of classes in a long semester or the end of the third day in a summer session" ([§3.2.2](#)). This policy is disclosed to students in the *Undergraduate Catalog* (30) and the *Graduate Catalog* (22, 33).

Cross Reference

[Comprehensive Standard 3.4.4](#)

Sources

-  [2014_2015_Graduate_UHD_Catalog_Full](#)
-  [2014_2015_Undergraduate_UHD_Catalog_Full](#)
-  [ACE_Guide_to_the_Evaluation_of_Educational_Experiences_in_the_Armed_Services](#)
-  [PS03A03_Auditing_Courses](#)
-  [Request_to_Audit_form](#)
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3.4.9

Academic Support Services

The institution provides appropriate academic support services.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) has an inclusive mission focusing on student success and a commitment to developing the region by educating its citizens, and the current UHD Strategic Plan has made student success the primary goal. This commitment to student success and education requires multifaceted and robust academic support services for UHD's a highly diverse student population. UHD is both an Hispanic Serving Institution and a Minority Serving Institution. Many UHD students are adult learners with work and family obligations; in fact, the average student age at UHD is 27, and almost 50 percent of students attend part-time (*UHD Factbook*). UHD's primary location in Houston's dense urban core results in large proportion of underrepresented minority students, particularly among the entering freshmen, some of whom are not initially well prepared for college. Additionally, many students enroll in online courses or courses at one of the three off-campus locations. Meeting the needs of all UHD students in an increasingly more technologically-oriented environment brings new pedagogical challenges, so the University works to identify and provide appropriate academic support for faculty as well as the students.

The University uses a variety of methods to determine whether its academic support services are appropriate, effective, and responsive to students' needs, including audits, unit assessments, and surveys such as the National Survey of Student Engagement (NSSE) and the UHD Faculty Senate's Faculty Climate Survey. UHD is dedicated to providing effective academic support services for all students, whether they are enrolled onsite, online, or at off-campus locations.

Faculty Academic Support Services

To support faculty in their efforts to ensure student success, the University offers a variety of support services in addition to library services, which are covered in [Core Requirement 2.9](#) and [Comprehensive Standards 3.8.1](#) and [3.8.2](#).

New Faculty Orientation

Every August, the University hosts a [New Faculty Orientation](#) to introduce new full-time faculty to available services and to give them an overview of the University's policies, procedures, and culture. Since 2014, this orientation has been organized by the Center for Teaching and Learning Excellence (discussed below). The Center for Teaching and Learning Excellence staff conducts a post-orientation satisfaction survey and uses faculty feedback to improve orientation presentations the following year.

Technology Teaching and Learning Center (A700)

The Technology Teaching and Learning Center (TTLIC) serves as a resource center for faculty who are interested in integrating technology in their academic and administrative activities. The TTLIC offers a wide range of services to assist faculty with using software applications and other technology tools. In addition to electronic classrooms and conference rooms, the TTLIC offers faculty the following services:

- **Blackboard Support:** Technical support and training for Blackboard is available for faculty through a variety of methods, including telephone, email, online, and walk-in. The Blackboard team is committed to making sure faculty are successful with instructional materials and coursework, and online teaching and e-learning services. Training sessions about various Blackboard topics are scheduled weekly.
- **Multimedia Services:** Multimedia Services provides a wide range of support to classroom technology and instruction, meetings, and events as well as equipment checkout services.
- **Video Production Services:** Video Production Services provides creative and technical support for producing, editing, and delivering video-based programs and instruction.
- **Software Training:** In addition to online manuals, the TTLIC offers training sessions for various applications, with a [schedule of the sessions](#) published on the TTLIC website. Faculty may also work individually with TTLIC staff to learn applications or solve software issues. The TTLIC monitors both attendance and satisfaction with its training. In the first quarter of 2015, attendance at its training sessions increased by 15 percent to 257 staff and faculty. Of the twenty-six participants who responded to a post-training satisfaction survey, 100 percent either agreed or strongly agreed that the training was interactive, 96 percent felt the pace of the course was appropriate, and 89 percent agreed or strongly agreed that the session answered their questions regarding the training topic.

Faculty e-Services

Through the [Faculty e-Services](#) web portal, the University provides faculty easy access to a number of online services and functions, including Blackboard Course Management System, the electronic roster, web-based University email, software downloads, and library support.

Center for Teaching and Learning Excellence

The [Center for Teaching and Learning Excellence](#) (CTLE) at UHD provides programs and services that support faculty development efforts and student success initiatives outlined in the UHD Strategic Plan. Established in 2013-2014, the Center for Teaching and Learning Excellence was formed through the efforts of the UHD Faculty Senate and the Provost's Office with input from numerous needs assessments administered by a CTLE Task Force, the CTLE Advisory Board, and various CTLE Subcommittees.

Current CTLE programs and services are focused on faculty and curriculum development efforts that are part of three areas of emphasis for the University: the first-year experience, high-impact practices, and online education. CTLE subcommittees of faculty and staff are in place to address each of these three areas. A full-time CTLE director and assistant director were recently appointed to oversee and implement Center's programs and services in collaboration with an advisory board. Collectively, over thirty faculty and staff are involved in the daily operation of the CTLE.

The CTLE organizes new faculty orientations, hosts faculty development workshops to support new freshman and university seminar courses, and awards grants for faculty to implement high-impact practices and/or to complete online education workshops. The CTLE also coordinated implementation of the Online Instruction Rubric for course evaluation. The CTLE offers a full schedule of faculty training sessions and workshops on topics ranging from basic use of iPads in the classroom to active learning strategies. In the last two years the Center has offered 23 sessions serving more than 150 faculty participants. To foster innovation collaboration across disciplines, the Center also facilitates a [Teaching Circles](#) program and the CTLE hosts an annual Teaching and Learning Conference. All of these services are open to full-time and part-time faculty.

The Center also coordinates the Course Innovation Initiative in conjunction with two major University programs coordinated by the CTLE, namely the Comprehensive Student Success Program (CSSP) and Gateways To Completion (G2C). CTLE staff and faculty associates are actively involved in assisting faculty in course redesign efforts through these externally sponsored programs.

The establishment of the Center for Teaching and Learning Excellence is an example of UHD's efforts to meet the needs of faculty who, in turn, can better serve the University's students.

Student Academic Support Services Provided by Information Technology

UHD provides state-of-the-art computing equipment and software to its students. In addition, comprehensive technology services are offered to support teaching and learning activities in all of UHD's locations and delivery modes. Various technology-based and online administrative services are in place to enhance and to facilitate student experiences and learning at UHD. Services include computing lab facilities, technology learning, and teaching facilities for faculty and administrative support systems.

General Computer Labs and Student Support Services

The University's four Academic Computing Labs are located in Suite S800 in the One Main Building, Suite C300 in the Commerce Building, Suite B200 in the Shea Building, and Suite B12.353 at UHD Northwest. Several electronic classrooms are available within these labs, as well as within the Technology Teaching and Learning Center in the Academic Building. There are more than 900 computers represented in these areas, as well as several laser printers, scanners, as well as laptops for student checkout (available in S800, C300 and B200). Each of these facilities (S800, C300, B200, and B12.353 at UHD Northwest) is available to currently enrolled students and provides special devices to aid students with disabilities.

The Student Technology Services group operates the labs and provides documentation as well as group and individual consulting to its constituents. Presentation systems equipped with computers and projectors are also available in the electronic classrooms. The students can download free software such as McAfee Virus Scan and Identity Finder for use at home, as well as specific applications from Microsoft through DreamSpark and Office 365. In addition, discounted software and hardware is offered to UHD students via [links](#) accessible from the Academic Computing website.

The general **Academic Computing Lab** (S800) is open to all students, seven days a week. In addition, the University maintains helpdesk support services that are also available seven days a week to all students, faculty, and staff. More information about the computing labs is available at [Academic Computing Labs webpage](#).

Departmental Computer Labs

Special purpose labs are also available to students. Altogether, there are over 60 specialized departmental computing labs that service subject-specific needs, including college-wide labs for the College of Business and departmental labs for the Departments of Computer Science and Engineering Technology, Mathematics and Statistics, Natural Sciences, Arts and Humanities, English, and Social Sciences. The Academic Support Center offers learning support software for individual work in developing reading, writing, and mathematical skills.

Library Electronic Services and Computer Lab

The W. I. Dykes Library provides access to collections, circulation of library materials, reference assistance, and library instruction to all UHD students and faculty onsite, at distance locations and via the internet. Reference assistance is available in person, by telephone, email, SMS texting, and through a 24/7 online chat service. Librarians also provide one-on-one research consultations on specific topics. Library instruction is delivered through classroom sessions, online tutorials, and online research guides. On-site group study rooms, an 84 station computer lab, and three scanning stations are available for students and faculty use throughout the academic year.

In an effort to support UHD's growing population of off-campus and online students, Library staff have expanded the availability of online resources and created a collection of online resources for students. Library staff conduct peer-library comparisons and monitor the adequacy of the facilities and services with annual surveys of faculty and staff, focus groups, and observational studies. Usability of services is monitored through usability tests.

Detailed discussions of library services supporting undergraduate and graduate students, faculty, and staff are available in [Sections 2.9](#) and [3.8.1](#).

Student e-Services

UHD offers a variety of student e-Services on the web that allow students to go online rather than stand in line to perform administrative and academic functions that have traditionally required face-to-face interaction on campus, such as advising and registration. UHD's student e-Services functions as a one-stop student portal. In addition to providing access to GatorMail, Office 365 (Microsoft's web-based e-mail program), and a range of general information, such as the course schedule and the University catalog, many student-specific self-service functions are available online, including the CAPP degree audit function that allows students to track their progress toward graduation.



Figure 1: Student e-Services

Student Academic Support Services Provided by Enrollment Management

Testing Services at UHD provides proctoring services, testing, and survey-administration to students on behalf of University departments, affiliated institutions, or third-party commercial, state, and national organizations. Services are offered to prospective UHD students, current UHD students, and other members of the Houston community. **Testing Services** administers the Texas Success Initiative Assessment; admission and placement exams such as SAT, ACT, CLEP, and THEA; departmental exams; and exam proctoring for online courses. Testing Services offers services at the UHD-Northwest campus to serve students enrolled at distance sites and provides the same third-party and on-line proctoring options for proctored exams as are offered downtown (see [Federal Requirement 4.8.1](#) more information on third-party proctoring options). In 2011-2012 (most recent data available) Testing Services offered 18,099 exams.

Student Academic Support Services Provided by Student Life

The Career Development Center

The Career Development Center (CDC) offers support, information, and counseling to students and alumni who wish to explore their career options. The Center helps with job searches, resume writing, and practice interviews. Each career counselor is connected to a specific college within the University, allowing assistance to be tailored to students' academic fields. Job opportunities are posted on the Career Development Center web page through the "Jobs for Gators" portal, and the CDC hosts a biannual career fair in addition to supporting the College of Business Career Fairs and Programs. Off-campus students may communicate with CDC professionals via Zoom, using a computer located at the off-campus site or their own computer from any location with internet access. Career Counselors have walk-in advising hours in the various academic colleges as well as at the UHD-Northwest Campus. The CDC also supports the [College of Business Career Center](#), which tailors its services to business majors and assists business majors with securing internships, full-time positions, and general networking opportunities.

UHD monitors the effectiveness of the Career Development Center through surveys of students who use the CDC's services, the National Survey of Student Engagement, and the UHD student satisfaction survey. The renovation of the Career Development Center in 2013-2014 is an example of UHD's efforts to provide students with career development support after the UHD satisfaction survey and the NSSE revealed that the Center was not meeting student needs. The Center's mission refocused on providing services to students over the entirety of their academic careers, and its offices were relocated to a larger, renovated space.

The Office of Disability Services

The Office of Disability Services (ODS) meets the needs of students with disabilities and ensures University compliance with ADA regulations. ODS receives over 200 visits per month from students seeking assistance with placement testing; priority registration and scheduling; academic advising and counseling; and testing accommodations, including taped tests, enlarged tests, and proctored, extended-time testing. [Disability Services](#) personnel advise faculty on classroom accommodations, arrange tutoring services, and serve as liaisons between students with disabilities and faculty and/or community agencies to ensure that students with disability issues have the opportunities and support that they need to succeed. The office is also responsible for training the campus community regarding the uses of adaptive technology, including accessibility for online students with disabilities. On behalf of students, Disability Services arranges and contracts for Communication Access Realtime Translation (CART) services, note-taking, and interpretation, as well as access to some community programs.

The Office of Disability Services monitors its effectiveness by tracking usage rates of its services, evaluating a student complaint log, measuring the amount of time needed to evaluate and approve services, and reviewing results of student satisfaction surveys. The Office of Disability Services also monitors faculty knowledge and use of services through an annual faculty survey.

Veterans Services

Veterans Services ensures that proper paperwork is completed, certified, and filed with the Department of Veterans Affairs to facilitate timely payment of veterans' education benefits. This office assists veterans, reservists, guardsmen, and dependents of disabled or deceased veterans of the U.S. Armed Forces. Veterans Services provides programming to instruct students about accessing their veteran's benefits. It also advises the Student Veteran Organization and provides computer lab space for veterans on campus.

Over 500 veterans are currently pursuing a degree at UHD, and Veterans Services receives an average of 43 visits per month. Veterans Services monitors the effectiveness of its services through a student survey and has expanded its services to provide such services as resume development, counseling, and a food pantry to help UHD's veterans successfully reenter civilian life. Beginning in Fall 2015, Veterans Services will begin to track retention and graduation rates of veterans as an additional strategy to ensure the effectiveness of the program.

Student Health Services

Student Health Services provides currently enrolled students with (non-emergency) urgent care as well as wellness services such as annual exams and the immunizations that students need in order to enroll under state laws. Clinician services require an appointment, while a staff nurse provides a limited number of services for walk-ins. Student Health is contracted through UT-Health. Information about these services is provided on the [Student Health Services website](#). Student Health Services monitors the effectiveness of its services by tracking usage and administering an annual survey. In 2013/2014, students made 966 appointments for health care and Health Services processed 363 labs.

Student Counseling Services

The [Student Counseling Services](#) program is designed to help students maximize health and effectiveness at home, school, or work by providing confidential, personal support for a wide range of issues. Services include psychological counseling, financial advice, legal consultations, and wellness and stress management services.

Counseling services evaluates the effectiveness and adequacy of its services by tracking usage rates and through a survey of students who used counseling services. In AY2013, 187 students sought help through Counseling Services, which represents almost a 15 percent increase over the prior year.

The Counseling Services staff work diligently to make their services assessable to all students within the University. After recognizing that males as well as some minorities were reluctant to participate in counseling, staff expanded their services to include informal workshops and seminars, thus making mental health resources available in a less threatening environment. Recognizing UHD's growing online and off-campus student body, Counseling Services implemented online counseling assistance via Zoom (an online meeting software package), phone, and email and outside of business hours through a 24-hour help line (713-500-3852). Counseling Services are contracted through UT-Health.

The Office of International and Study Abroad Programs

Currently housed in Student Life, the Office of International and Study Abroad Programs (OISAP) works with students and faculty study-abroad coordinators from the academic colleges to facilitate student participation in these programs. In AY2007, 62 students participated in two study abroad trips. By AY2014, 140 students participated in nine trips sponsored by faculty from four of the five colleges.

The Office of International and Study Abroad Programs monitors the adequacy of its services through surveys and evaluation of students' reflective essays, which students submit after their travels. As the popularity of study abroad activities has increased, the Office of International and Study Abroad Programs staff expanded the services to include a study-abroad faculty handbook and faculty orientation training to assist in planning trips that are safe, well managed, and intellectually engaging. After a survey revealed that there was a need for additional financial support, the OISAP developed a study abroad scholarship handbook and assists students in applying for additional funding. The office also provides information on obtaining travel documents. Through these functions, the OISAP makes study abroad opportunities available to more students and thus serves the University's mission to provide quality academic programs and prepare students for the global society of the twenty-first century.

Student Academic Support Services Provided by the Office of Advising and Mentoring

Advising students and providing academic mentoring are critical student support services. At UHD, these services are provided by the Office of Advising and Mentoring, which was previously housed under Enrollment Management. A University restructuring moved the Office of Advising and Mentoring to University College before the start of the Fall 2015 semester. The Writing and Reading Center and the Center for Math and Statistics Support were also included in this restructuring.

Advising

UHD is committed to meeting the advising needs of all its students. The following units provide academic advising support:

- The [Academic Advising Center and Transfer Center](#), centrally located in N-320, provides initial advising for new FTIC and transfer students. The off-campus locations of CyFair, Kingwood, and Northwest also provide initial advising for transfer students. In Fall 2014, the Academic Advising Center and Transfer Center served over 6,000 undeclared and transfer students. Staff in these areas monitor the appropriateness of services through satisfaction surveys.
- College Advising Centers are housed within each college to advise and support declared majors. These centers are supplemented by Distance Advisors located at the off-campus locations. In Fall 2014, the College Advising Centers served the following number of students:

College	Business	Humanities & Social Sciences	Public Service	Sciences & Technology	University College
Number of Students	2,351	1,659	1,194	1,467	772

College Advising Centers monitor the effectiveness of services by tracking student/advisor ratios and by monitoring retention and graduation rates.

- The Advising and Mentoring Dean's Office in N-912 provides advising and mentoring support for undeclared students on suspension and provides support for users of the CAPP electronic degree-audit system.

One key focus of the UHD Strategic Plan has been reorganizing and updating Advising in order to implement an electronic advising and graduation audit system and to provide undergraduate students immediate access to information about their degree progress. As of Fall 2014, advising and graduation certification for undergraduate students were shifted to an electronic format using the Curriculum, Advising, and Program Planning (CAPP) system, an electronic degree audit system that is compatible with the Banner Student Records system. In conjunction with the CAPP degree audit, Advising also introduced a new orientation process for new FTIC and Transfer students as part of the Transfer Admitted Student Days and as part of **Freshman Orientation**. Transfer Admitted Students Orientation enables new transfer cohorts to see all articulated hours at their first advising session at UHD, to confirm their degree of choice indicated in admissions, or to allow immediate degree declaration. At the beginning of their UHD experience and in their first advising session, transfer students and FTICs are oriented on how to run their own CAPP degree audit. Beginning in Summer 2014, student Self-Service CAPP reports were available to all undergraduate students through the **Student eServices** link "My Degree Audit," providing greater convenience and empowerment for all students, including those in online programs and at off-campus locations.

Academic Advising assesses its programs on an ongoing basis in order to provide continuous improvement in its service to students and faculty. Assessment is done annually, and includes analysis of assessment reports and other relevant data to guide changes and a plan for the next cycle. A range of direct and indirect assessment tools are used, including customer satisfaction surveys, student usage tallies, and the **National Survey of Student Engagement (NSSE)**. A spring 2015 survey found that 99 percent of the 1,009 respondents rated advising services as a 3 or above on a 5-point scale.

Tutoring and other Academic Support Services

UHD's **Academic Support Center** provides tutoring in developmental and core Math and English courses, general reading skills, and general tutoring in mathematics and writing beyond the core requirements. These services are designed to increase students' academic success, to decrease time required to complete core English and Math, and to increase retention and graduation rates. The Academic Support Center is comprised of the Writing and Reading Center (WRC) and the Center for Math and Statistics Support (C4MS²), described below.

- **Writing Tutoring and Assistance.** The **Writing and Reading Center (WRC)**, located in the Academic Support Center in N925, provides UHD undergraduate and graduate students tutoring support in both writing and critical reading to facilitate the students' academic success. Writing tutoring is also available by appointment at UHD-Northwest and online via the MyWCOOnline portal. Any UHD student who needs assistance in writing and critical reading may make an appointment by logging into the WRC's website or by visiting the WRC. Additionally, the staff develops instructional resources, such as tip sheets, handouts, and offers workshops on writing issues. Qualified students are hired and provided specialized training to serve as peer writing tutors who work with students one-on-one (in person or via the on-line conferencing). Some peer tutors may also serve as Writing Associates, tutors assigned to a specific instructor's course in order to facilitate student success in those courses. From Fall 2013 to Spring 2015, the number of writing tutors and writing associates has been increased from 12 to 28 with the goal of increasing access to and quality of these support services.
- **Math and Statistic Tutoring and Assistance.** The **Center for Math & Statistics Support (C4MS²)**, also located in the Academic Support Center in N-925, provides faculty and peer tutoring to support developmental, core, statistics, and STEM-required math coursework. Tutoring is available on a drop-in basis, and the Center provides computers on which students can complete their computerized math homework individually or in groups, with tutorial support.

The Academic Support Center monitors its effectiveness by tracking usage rates, user satisfaction, and the quality of its faculty and student tutors. The Academic Support Center provided tutoring for 4,033 students who visited the center 20,699 times over the 2014- 2015 academic year. Of those visits, 53 percent were for math tutoring, 13 percent were for statistics, and 34 percent were for the writing and reading support services. This represents a 7 percent increase over the number of students served in 2013-2014. Students report high levels of satisfaction with the Center's services: on the 2015 survey of the Writing Center, 97 percent of tutees agreed or strongly agreed that they would recommend the Academic Support Center to their peers.

Student Academic Support Services Provided by University College

Supplemental Instruction

Supplemental Instruction (SI) is a highly effective academic support program for students in high enrollment, high attrition "gateway" courses. Supplemental Instruction offers regularly scheduled, outside-of-class study sessions to all students enrolled in certain targeted course sections. These hour-long study sessions are conducted by SI leaders, students who have already successfully completed the targeted course. In these sessions, students review notes, discuss readings, develop success strategies, and prepare for exams. SI leaders also attend all class lectures, take notes, serve as model students for their classmates, and may assist instructors with classroom engagement strategies and learning activities. Currently, some 15 different courses and 40 sections benefit from weekly SI sessions in long semesters, including Developmental Math, College Algebra, U.S. History I, Biology I/II, Chemistry I/II, Pre-calculus, Calculus I, Physics I/II, Math for Liberal Arts, and Business Calculus. The SI program employs approximately 25 SI leaders each long term and has a full-time coordinator who provides regular training for the SI leaders. University College schedules online sessions for any targeted course that also offers at least one online section. In 2013, the Supplemental instructors held 501 sessions and 910 in 2014. The retention rate of students who received supplemental instruction was 94 percent, a rate higher than the 88 percent of the overall 2014 cohort.

Connections Mentoring Program

Connections was implemented in Fall 2013 to pair incoming freshmen with faculty or professional staff mentors who serve as coaches, role models, advisors, guides and referral agents to support students throughout their first year at the University. The main goals of the program were to acculturate students to the university experience, create or expand their academic and social support systems, encourage student engagement and persistence, impact retention rates for entering freshmen and first generation college students, and promote high academic expectations leading to college completion.

The program was open to a limited number of freshmen who registered on a first-come, first-served basis (43 in 2013 and 89 in 2014). Students were required to meet face-to-face with their mentors at the Meet-Your-Mentor Dinner Reception in September and once a month thereafter; communicate regularly throughout the academic year; attend at least one Connections field trip, event, or workshop each semester; and participate in one campus activity or community outreach activity. Mentees received ongoing encouragement and support via phone and email messages, as documented in **mentor contact logs**. Students who successfully completed the program received a \$100 book credit at the University's bookstore. The **Connections website** includes photos of past events.

Connections Mentoring Retention and GPA Rates, AY2013 and 2014		
Source: e-Intelligence		
1-year retention	Fall 2013 Cohort N=43	Fall 2014 Cohort (as of 8/20/15) N=89
Connections	65%	80%* (estimate based upon Fall 2015 registration)
All full-time FTIC	66%	66%* (estimate based upon Fall 2015 registration)
1-year avg. GPA		
Connections	2.02	2.67* (unweighted estimate)
All full-time FTIC	2.38	2.44* (unweighted estimate)

The program functioned until the end of 2014-2015, when University College decided to discontinue the program based upon the limited success of the Connections program. After analyzing results shown in the table above, University College opted to reallocate the funds to a planned Second-Year Experience to focus on retention improvement for students between year two and year three of college, given the UHD data showing that only about 43 percent of FTIC persist from into year three. University College staff and the deans of other colleges are working together to transition faculty/student mentoring programs to the individual colleges for their entering majors.

College and Departmental Laboratories

College of Sciences and Technology Laboratories

The College of Sciences and Technology has over 38,200 square feet for laboratory space for teaching and research. Research is carried out in twenty labs totaling 14,480 square feet. Classroom laboratory teaching takes place in 26 labs occupying approximately 21,680 square feet. Research and teaching is supported by six preparatory rooms, occupying approximate 2,000 square feet. Research laboratories follow an open-laboratory concept in the natural sciences wherein space is shared among several faculty and their students. One of the chemistry labs serves as a common equipment room for major equipment, including spectrophotometers and high-performance liquid chromatography. This common equipment space is used for both research and teaching. Teaching laboratories also occasionally serve as research space.

Discipline-specific technicians prepare and staff the biology, chemistry, geology, physics, and engineering technology labs, while a computer technician housed in the Department of Mathematics and Statistics serves all the labs in math, statistics, and computer science, as well as some of the natural science labs and engineering technology labs.

College of Sciences and Technology Labs		
RESEARCH LABS, by discipline	# Rooms	Square Feet (sq ft)
BIOL	6	7,001
CHEM	4	1,590
GEOL	2	361
PHYS	1	980
CS / MS	3	1,160
ET	4	4,370
TOTAL Research spaces	20	14,482
TEACHING LABS, by discipline		
BIOL	6	4,480
CHEM	5	6,097
GEOL	2	994
PHYS	2	980
CS / MS	7	6,210
ET	4	2,918
TOTAL Teaching spaces	26	21,679
PREPARATORY AREAS		
	6	2,039
TOTAL CST LAB AREAS	52	38,200

Department of Arts and Humanities Laboratories and Studios

The Department of Arts and Humanities provides language labs for students enrolled in language courses and studio and performance spaces for students in the fine arts and performance disciplines:

- **Art studio space:** There are two studio classrooms for art students. Students in painting and drawing classes have full access to the S1100 art studio on an "as-you-will" basis during the semesters of their enrollment, whenever they can access the University, including weekends, nights, and holidays. (After business hours and on holidays, UHD provides campus access to students, faculty, and staff who show their identification to security.) Another studio classroom, N1004, is accessible to students during class hours.
- **Theater performance space:** Theater students and students involved in theater productions have two dedicated spaces. O'Kane Theater (N364) provides classroom space for Acting I, Acting II, Directing, Stagecraft, Introduction to Theater, and Special Topics in Theater. The O'Kane Theater provides the staging space for major productions and student-directed One Act plays. The second space is the Theater Scene Shop (N116), which provides classroom space for the Stagecraft course as well as the site for students to construct sets and scenery.
- **Foreign Language lab:** The Foreign Language Lab located in 950N is a computer-based lab with 28 terminals outfitted with the basic UHD software (Office, internet access, printing capabilities). Language lab staff provide students tutoring and writing instruction. The lab also administers placement tests for future students of Spanish courses.
- **Music rehearsal space:** There are two spaces dedicated to music rehearsal. The first, N638, doubles as a classroom and rehearsal space for small music activities. The second, N279, is a classroom/music lab space where the UHD Choir and the Jazz Orchestra hold rehearsals.

Department of English Usability Laboratory

To support the faculty and students in the BS in Professional Writing and MS in Technical Communications program, the English Department has a usability lab (N1097) that provides specialized software and observation capacity of an adjoining computer classroom (N1099). Students and faculty use this space to conduct studies of document usability and accessibility. Undergraduate students have access to the lab when instructors are present to supervise them. Graduate students and faculty have extended access with electronic keys issued by the University.

Department of Social Sciences Laboratories

The Department of Social Sciences has labs that support students in social science courses.

- **Social Science Statistics Lab.** The Social Sciences Statistics lab (N 1085) has two statistics tutors who are present in the lab throughout each semester to help students enrolled in Social Science and Psychology statistics courses. The computers are equipped with SPSS software.
- **Psychology Labs.** The department has five small Psychology labs. Four labs are equipped with four personal computers each, while one is equipped with eight. Students in upper-division courses serve as research assistants in these labs, helping faculty collect data. The data is primarily collected from lower-division students enrolled in Introduction to Psychology. They are required to participate in research studies as a part of their grade. Data is collected by software loaded on the lab computers. Psychology majors enrolled in Special Projects help the faculty analyze the data.








Cross References

Core Requirement 2.9

Core Requirement 2.10

Comprehensive Standard 3.3.1.3

Sources

-  AY13_NSSE_Advising
-  Academic Computing labs_UHD
-  Academic_Advising_Center_UHD
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-  CTLC_UHD
-  CTLE About our Staff _ UHD
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-  TTLC_Calendar _ UHD
-  Teaching Circles _ UHD
-  Testing Services _ UHD
-  WRC_UHD
-  eservices_fac _UHD
-  eservices_student _UHD

3.4.10

Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

At University of Houston-Downtown (UHD), faculty have the primary responsibility for the content, quality, and effectiveness of the curriculum. They work with administration and staff through the Shared Governance System, but UHD policy gives faculty ownership of curricular matters. This ownership means that faculty are responsible for developing new programs, creating the courses that make up the programmatic curricula, defining learning outcomes, establishing benchmarks used to determine student achievement of outcomes, and assessing the curriculum's effectiveness.

The faculty control of the curriculum at UHD is established by UHD's [PS 01.A.01](#) and [PS 01.A.03](#). [PS 01.A.01](#) (§3.3.1) stipulates that Academic policies must be developed through the shared governance system, in which faculty play a central role. In turn, the Shared Governance Policy, [PS 01.A.03](#), defines more specifically the faculty's curricular role in its establishment of the University Curriculum Committee:

This committee is responsible for the review and recommendation of policies pertaining to the development and approval of new courses and degree programs and other curriculum changes. It is also responsible for reviewing and approving curriculum changes made under those policies. The membership of the committee shall consist of all the department chairs, one faculty representative from each degree-granting college, and two students. (§2.5.3)

The policy dictates that faculty members (including elected department chairs) comprise the majority of the University Curriculum Committee (UCC), the committee responsible for oversight of curriculum and academic program development. [PS03.A.12 Changes to Curricula, Courses and Program Inventory](#) outlines the UCC's responsibilities and procedures. The [UCC membership roster for 2014-2015](#) and [sample minutes from Academic Year 2014 and Academic Year 2015](#) are included in the supporting documents. These minutes illustrate the UCC's approval (and rejection) of new courses and new programs, along with their diligence per the requirements of [PS03.A.12](#) in ensuring that all courses added to the curriculum have appropriate learning outcomes and levels of rigor by reviewing the proposed outcomes, curriculum map, and individual course syllabi.

[PS 01.A.03](#) also establishes the Academic Policy Committee to develop and revise academic policies (such as admissions policies, graduation policies, etc.) that bear upon the academic environment and potentially affect curriculum. The Academic Policy Committee is comprised of two faculty members per academic college, along with three administrative representatives and one student. The [Academic Policy Committee membership roster for 2014-2015](#) and [sample minutes from 2014-2015](#) are included in the supporting documents. These minutes show the committee's work on such policies as [PS 03.A.06 Graduation and Commencement](#), which specifies how many credit hours must be obtained at UHD in order to graduate.

[PS 01.A.03](#) also establishes the Academic Affairs Council, which must approve all policies relating to curriculum, faculty affairs, and student affairs. Although this council has a broader scope than either the Academic Policy Committee or University Curriculum Committee, it still has a very large faculty representation among its voting members, which include "the president and vice president of the Faculty Senate, the academic deans, one department chair, and two faculty members elected from each degree-granting college. The provost/vice president for academic affairs serves as the council's chair and votes only to break a tie" ([PS 01.A.03 §2.7.1](#)). The Academic Affairs Council also has non-voting representatives, including the chairs of the other standing committees named in the policy (UCC and the Academic Policy Committee, for example), who are usually faculty members. The [Academic Affairs Council membership roster for 2014-2015](#) and [sample minutes from 2014-2015](#) are included in the supporting documents. These minutes show the Council's consideration of various policy revisions that impact academic matters, including curriculum.

Faculty Role in Program Development Process

The approval of new programs at UHD is governed by [PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#) and by the UHS "New Program Development Guidelines," both of which conform to [Texas Administrative Code Title 19, §5.44](#). While the established guidelines show faculty groups and administrators are both part of the approval process, new programs must be proposed and developed by faculty members. Faculty members who wish to develop a new academic program must first inform their departmental colleagues of their intent to do so. (If the program is interdisciplinary, the faculty originator of the program should inform faculty in the contributing departments.) The faculty originators of the program prepare a Preliminary Program Description Form for the relevant department chair(s) and college dean, who work with the faculty member to devise a written developmental plan. The faculty originator of the proposal then works with the Chair, the Dean, and the Provost to prepare a more detailed version of the preliminary request and submits it to the UHS Provosts' Council for preliminary approval.

The University-level approval process, which is also faculty-driven, begins after the program has received the System-level preliminary approval. [PS 03.A.12, §4.2.3](#) stipulates that the departmental curriculum committee must verify "that the majority of relevant faculty members accept the proposed" program; when the majority approves, the departmental curriculum committee reviews the proposal to ensure that program reflects the current state of disciplinary knowledge and practices, recommending any needed changes, and if the committee consents, the chair of the departmental curriculum committee forwards the proposal to the department chair. The department chair and the college dean must also approve the proposal before it may be submitted to the University Curriculum Committee (UCC). As noted above, the UCC includes all academic department chairs and a faculty member from each college. This faculty-driven body has the power to approve, reject, or give approval contingent upon specified changes. If the UCC approves the proposal, it moves on to the Provost for approval. For new academic programs, the proposal must also receive approval from the UHD President, UHS Provost, The UHS Provosts' Council, the UHS Board of Regents, the Texas Higher Education Coordinating Board, and, if the proposal constitutes a substantive change, the Southern Association of Colleges and Schools Commission on Colleges. Although these subsequent administrative and accreditation entities have the power to reject the proposals, only the faculty has the power to create the proposals in the first place, and no program may be instituted in the absence of faculty approval and support.

Individual course proposals must also go through the University-level process to receive approval from the department, the chair, the dean, the UCC, and the Provost to be included in the catalog. To facilitate the new-course and course-change proposal process, the University uses the Curriculum Workflow-CIR (Course Inventory Request) interface, available from the Faculty eServices page. The Supporting Documents section for this standard includes the [Course Inventory Update Process Workflow Diagram](#) along with samples of the Course Inventory Request forms for [STAT 5307](#) and [ACC 3311 Taxation for Non-Business Majors](#).

The UHD Faculty Handbook includes a discussion of the faculty's role in curriculum development (54-55).

Faculty Responsibility in the Development of the New Core Curriculum (2012-2014)

As with all other aspects of the curriculum at UHD, the faculty oversees the core curriculum through representative faculty committees. In Fall 2011, the Texas Higher Education Coordinating Board identified new learning objectives to be met in the Texas Common Core, so the Provost established the [Core Curriculum Task Force](#) to oversee the development of the new core, along with eight [Foundational Component Area Committees](#) tasked with developing new courses or revising extant courses to fulfill the new core curriculum ([Provost Chapman email](#)). The majority of the Core Curriculum Task Force were faculty members, while the Component Area Committees were comprised entirely of faculty members, with the exception of the "Skills for Success" component area, eventually morphed into the Freshman Success Seminar component ([Core Curriculum Component Area Committees List](#)). The Core Curriculum Task Force ultimately adopted the faculty-authored outcomes of the other component areas for the Freshman Success Seminars, with variously numbered seminars adopting the outcomes of the component area under whose aegis the course would be taught. (For example, UHD 1305 Freshman Seminar in Creative Arts has outcomes devised by the Creative Arts Component Area Committee). The component area committees formulated learning outcomes for their respective component area courses in Spring 2012, and the Core Curriculum Task Force issued a formal call for course proposals in August 2012 (Core Curriculum Task Force Memo). During 2012-2013, the Core Curriculum Task Force, the component area committees, departmental curriculum committees, and the UCC worked together to produce a revised core that met the Texas Higher Education Coordinating Board's criteria. The UCC's approval process for new core courses, as well as its discussion of proper implementation, are evident in the minutes from April 2013, December 2013, and April 4, 2014 ([UCC sample minutes](#)), which represent only a fraction of that committee's work on the core. The new core curriculum was vetted and approved by the Coordinating Board in 2013 and was subsequently implemented in Fall 2014. The Core Assessment email from Assessment Director Lea Campbell reveals the faculty's ongoing role in the curriculum, as the email discusses the completion of Core Curriculum Assessment Rubrics based on faculty input at the workshop held in November 2014 ([Core Assessment Follow-up email](#)).

College and Departmental Procedures to Ensure Quality of the Curriculum

PS 03.A.12 describes the procedures for making curricular changes, such as adding new courses or programs, and that policy describes the role of the University Curriculum Committee, as well as the process by which faculty propose courses and programs. The policy identifies the role of departmental curriculum committees and allows the departments and colleges to determine the operations best suited to their needs at the micro level. The sections below describe departmental and college procedures.

College of Business

The College of Business (COB) has a Graduate Curriculum Committee and departmental curriculum committees for each of its two departments—Finance, Accounting, and Enterprise Information Systems (FAEIS) and Management, Marketing, and Business Administration (MMBA). The COB faculty reviews undergraduate and graduate curriculum plans frequently. Based on feedback received from local industry leaders, faculty identify the programmatic changes needed to keep the degree plans current. Once COB faculty identify the necessary changes, the faculty writes the appropriate program revisions and submits them through the University-level process described earlier in this standard.

The COB has both an undergraduate and a graduate Assessment Committee comprised of the appropriate faculty that work closely with the COB Director of Assessment and the Faculty Assessment Coordinator. Together, they are responsible for assessing the effectiveness of each academic program by identifying, proposing, and assessing student learning outcomes at the program level. They send the results back to the disciplinary faculty to make the indicated curricular improvements.

The COB Online Education Committee provides oversight of online courses and identifies strategies to improve and ensure the quality of online education in the college. The committee devised a set of rubrics for best practices that the COB adopted for Fall 2015 online course assessment.

College of Humanities and Social Sciences

The College of Humanities and Social Sciences houses three departments: Social Sciences, English, and Arts and Humanities. English and Arts & Humanities use similar mechanisms for developing and assessing curriculum. In these two departments, faculty from each discipline or degree program meet to discuss course and program initiatives or modifications, and if they agree upon the initiative, they submit the proposal to department curriculum committee. The English Department formalizes these smaller program groups as departmental committees, including the Freshman Composition Committee, the BA in English Committee, the Professional Writing Committee, and the MARC committee.

In the Department of Social Sciences, which houses seven different disciplines, each discipline has a representative on the departmental curriculum committee, and the committee relies on the member's expertise when considering an initiative from that discipline. (As per the requirements of **PS03.A.12, §4.2.1**, faculty in the relevant disciplinary group are notified of any proposed major or minor degree program before it progresses to the department curriculum committee.) The disciplinary representative provides input to the committee on behalf of disciplinary colleagues.

In each department, the disciplinary group is responsible for assessing its own programs. In Arts and Humanities, each degree program completes the assessment with the help of a department assessment committee. This committee serves only to review the student materials submitted for assessment purposes, and only if needed. Any changes to the program assessment plan and any curricular mapping are done solely by the faculty that participate in the degree program. In the English Department, the departmental program committees assess their respective courses and programs with the assistance of the program coordinator and the College's **Faculty Assessment Coordinator** as needed. In Social Sciences, program assessment is done by the program coordinators or by a designated faculty member teaching in the program. In all three departments, the program faculty work with the department chair and the program coordinators to make the curricular changes indicated by assessment results.

For all departments, online courses and programs are proposed, implemented, and assessed through the same processes as face-to-face courses and programs.

College of Public Service

In each department of the College of Public Service (CPS), the departmental curriculum committee reviews curriculum proposals made by the faculty. Each department determines the structure of its departmental curriculum committee so that it functions effectively within the particular departmental context. For example, in the Department of Urban Education, the curriculum committee is comprised of representatives of the various program and certification areas. In the Department of Criminal Justice, the curriculum committee is comprised of three criminal justice faculty members and one social work faculty member, and the committee of the whole reviews and approves curriculum proposals from both criminal justice and social work.

Several factors affect the measures of the curriculum's effectiveness in the College of Public Service. In the Department of Urban Education, the faculty may review curriculum based on input from district partners, in response to state mandates, and as directed by certification exam requirements. The Bachelors of Social Work faculty has developed a curriculum map and matrix in accordance with Council of Social Work Educations' Educational Policy and Accreditation Standards that link cognate areas to practice areas.

The effectiveness of the curriculum is evaluated through each program's assessment plans, and the curriculum revised as needed. The Social Work program faculty have also implemented quality control through the creation of master syllabi for multiple course sections.

The development of online courses and programs occurs in each department of the college. Department chairs determine the competency of instructors assigned to online sections. All instructors of online classes have access to IT experts employed by the College to assist faculty with online instruction. Online courses and programs are proposed, developed, and assessed through the same processes as face-to-face courses.

College of Sciences and Technology

The College of Sciences and Technology houses three departments: Computer Science and Engineering Technology (CSET), Mathematics and Statistics (MS), and Natural Sciences (NS).

The CSET department is the smallest of the three departments, and it has program committees for both of its degree programs. These program committees make the recommendations to the department curriculum committee for consideration. Since the department is small, the curriculum committee consists of all tenured faculty from both CS and ET programs. Approved items are presented at department meetings and sent through the normal University process described in this standard. The appropriate program committee assesses the program effectiveness with the assistance of the program coordinator and the Faculty Assessment Coordinator.

Curricular proposals in the Department of Natural Sciences are addressed through the departmental curriculum committee consisting of seven to eight tenured/tenure-track faculty members representing the four major disciplines in the department (life sciences, chemistry, physics, and geology). This committee relies on the expertise of the discipline's representatives when considering an initiative from that discipline. The committee reviews, revises, and approves proposals in consultation with the department chair, program coordinators, and other faculty concerned with the proposals. The faculty teaching in the program perform program assessment duties with assistance from the Program Coordinator and the Faculty Assessment Coordinator.

In the Department of Mathematics and Statistics, the mathematics faculty and statistics faculty have equal representation on the departmental curriculum committee, so the committee handles the curricular needs and initiatives of both disciplines effectively. The faculty teaching in each program perform assessment duties with the assistance of the respective Program Coordinator and the College's Faculty Assessment Coordinator.

University College

Responsibility for the program's curriculum is faculty driven. The University College Curriculum Support Committee (established by [PS 03.A.34](#)) outlines the program's curriculum development processes and its assessment activities. [PS 03.A.34](#) stipulates that the University College Curriculum Support Committee will be comprised of two faculty members from each academic college contributing to the degree plus one faculty representative from each of the two University College programs. This stipulation ensures that the curriculum remains in the control of tenured and tenure-track degrees from the departments who provide courses for the interdisciplinary degrees.

Applied Administration courses are currently offered only online. A number of measures ensure curricular integrity. Students in online courses must use the Blackboard course learning system, which uses secure logins and passwords. At the faculty members' discretion, students also may be required to participate in Collaborate sessions within the Blackboard environment, which uses speakers, microphones, and possibly webcams. In addition, students may be required to take examinations using Respondus Monitor, which requires students to use LockDown Browser, log into Blackboard, and be recorded via webcam during examinations; or, in some cases, students may be required to go to the nearest testing center for a proctored examination. The Applied Administration Program Chair works with the program's two lecturers (there are no tenured/tenure track faculty in the BAA program) on the best practices for online instruction, and they have the option of taking Quality Matters courses.

Faculty Responsibility in the Effectiveness of Curriculum

UHD faculty bear the primary responsibility for ensuring and assessing the effectiveness of the curriculum. At the individual level, each faculty member is responsible for teaching his or her courses with integrity and ensuring that the courses meet the requisite learning outcomes and level of rigor. [PS 10.A.01 Rank and Tenure System](#) and [PS 10.A.05 Faculty Performance Evaluation](#) both establish the evaluation of the faculty member's performance based upon teaching excellence and contributions to the curriculum. At the programmatic level, academic programs and departments are responsible for assessing the effectiveness of the curriculum through the processes described in [PS 03.A.31 Educational Program Assessment](#). Section 3.2 of this policy stipulates that "Program faculty are responsible for the overall quality, cohesiveness and ongoing improvement of the educational programs" by identifying learning outcomes, developing and implementing assessment plans, and making modifications to the programs based on assessment to improve program effectiveness. The policy requires program faculty to assess specific outcomes annually, with a six-year cycle of assessment to cover all learning outcomes. As part of this process, faculty determine the appropriateness of the program learning outcomes and the program's effectiveness. Adhering to the guidelines of the program approval process, faculty undertake the necessary revisions to programs or individuals indicated by programmatic assessment findings. Faculty within the program are responsible for determining the appropriate outcomes for their programs and the measures for assessing them. The University's General Education Committee performs assessment and provides oversight of the general education program, which is a University-wide endeavor and not resident in any particular department or college. The supporting documents include the committee's membership roster for 2014-2015 along with a sample of minutes from that same period illustrating its assessment and oversight activities.

All undergraduate and graduate programs are reviewed by their faculty through the assessment processes described in [PS 03.A.31 on the Assessment of Educational Programs](#). The policy requires programs to assess specific outcomes annually, with a six-year cycle of assessment to cover all learning outcomes. As part of this process, faculty determine the appropriateness of the program learning outcomes and the coursework used to achieve them. Adhering to the guidelines of the program approval process, faculty undertake the necessary revisions to programs or individuals indicated by programmatic assessment findings. Faculty within the program are responsible for determining the appropriate outcomes for their programs and the measures for assessing them.

To help faculty carry out assessment responsibilities, the University has an Academic Assessment Committee and has created several Faculty Assessment Coordinator (FAC) positions. FACs are faculty members who receive a course release to assist program coordinators and chairs with assessment activities ([FAC job description](#)). The Academic Assessment Committee provides further support for programmatic assessment and oversight for assessment processes, and it is comprised of faculty representatives from each academic department and University College, along with the Director of Academic Assessment and representatives from various academic committees and the Provost's Office. The [Academic Assessment Committee membership roster for 2014-2015](#) and [sample minutes from 2014-2015](#) are included in the supporting documents. The minutes of October 20, 2014, for example, show the committee planning its annual Assessment Report Workshop, while the minutes of March 10, 2015 show the committee's discussions of disaggregating data for online programs as required by the [Online Education Policy PS 03.A.37](#).

The UHD Faculty Handbook includes a discussion of the faculty's role in Assessment (52-54).

Example of Program Assessment

Faculty in the College of Business (COB) assess the program efficacy against industry expectations. Faculty update BBA programs using a corporate-driven approach to ensure that students graduate with the skills and knowledge in highest demand by industry. Specifically, the curriculum review process is designed to determine what employers require from newly hired employees with baccalaureate degrees, and to shape or reshape curriculum so that UHD graduates will match those needs upon graduation.

As part of the review process, the COB brings together faculty and executives with a broad managerial perspectives who understand the different business disciplines and know what their organizations will be looking for in an employee for the next decade. The COB invites a select group of industry professionals from the different business disciplines to take part in one of eight different working groups whose input shape the new or revised curriculum degree plans in Finance, Accounting, Enterprise Information Systems, Insurance and Risk Management, International Business, Management, Marketing, and Supply Chain Management. Each group physically meets on campus to brainstorm the competencies, skills and abilities they hope to find in their ideal candidates hired out of each of the UHD's business programs. These competencies are recorded and then sorted into groups that COB faculty use as outline for a new or revised curriculum. Before adjourning, the members of each working group draft learning objectives that will guide faculty in revising their curriculum programs. At a second meeting, the working groups reconvene to review the revised curriculum plans drafted by COB faculty, ensuring that the courses reflect industry expectations. Afterwards, the COB faculty submits the curriculum plans for formal University approval following the procedures described in [PS 03.A.12](#). COB faculty subsequently assess students using the competencies industry professionals identified.

Recent changes to the Enterprise Information Program, to be effective Fall 2015, provide a salient example of the revisions resulting from this COB and industry partnership. The faculty in the program have requested changes to the curriculum that include increasing the number of required courses and decreasing electives to ensure that acquisition of essential skills was consistent across the program, and the faculty sought to change the name of the program to Management Information Systems to reflect more accurately substance of the degree program. The [EIS Degree Plan Inventory Update Form](#), submitted by to the University Curriculum Committee in December 2014, is included with the supporting documents.

State-Mandated Graduate Program Reviews

All graduate programs undergo formal review every seven years in accordance with the Texas Higher Education Coordinating Board (THECB) rules codified in [Texas Administrative Code §5.52](#), which mandates that this review include an extensive self-study examining:

- Student retention rates
- Student enrollment
- Graduate licensure rates (if applicable)
- Alignment of program with stated program and institutional goals and purposes
- Program curriculum and duration in comparison to peer programs
- Program facilities and equipment
- Program finance and resources
- Program administration
- Faculty qualifications

As part of the process, the institution must also have an external review conducted by a disciplinary expert from an institution outside of Texas. The institution responds to the evaluator's written report and submits the self-study, external evaluation, evaluator's credentials and institutional response to the evaluator to the Texas Higher Education Coordinating Board. Through the insights provided by internal process and the input of external disciplinary experts, the faculty can ensure the continued appropriateness of the curriculum and make any necessary changes through the program approval process.

UHD conducts the graduate program reviews using the following timeline and process:

- In August, the [Office of Institutional Research \(IR\)](#) runs a series of standardized reports containing the data needed to conduct the review. The Office of Institutional Effectiveness uses those data to create a program review template for faculty as they conduct the review. A copy of the Master of Arts in Teaching self-study template is provided as an example.
- By late fall, faculty identify the external evaluator, and the business office of the college initiates the contract stipulating the fee, evaluation requirements, and timeline.
- By early spring, faculty within the program write the narrative of the self-study using the program review template. During the writing process, Institutional Research and Institutional Effectiveness staff meet regularly with the faculty, dean, and chair of the program to assist with the process, including analyzing and collecting data and reviewing report drafts. The Provost's Office reviews the self-study before submitting it to the external evaluator.
- The external evaluator reviews the materials in the self-study and returns his/her written evaluation to the institution by late spring or early summer.
- Upon receipt of the external evaluation, Institutional Effectiveness staff meet with program faculty and administrators to review the evaluator's comments and, by July, formulate a response, which requires the faculty to describe the action that the institution has taken or will take to improve the program.
- The Provost's Office reviews the response to evaluator's findings and submits the entire report—including the self-study, the evaluator's credentials and evaluation, and the response to the evaluation—to the Texas Higher Education Coordinating Board no later than August 1.
- The Coordinating Board reviews the program's self-study and responds as necessary.

UHD's [schedule of program reviews](#), included in the supporting documents, has been approved by Coordinating Board. To date, UHD has conducted [Master of Science in Criminal Justice program review](#) (submitted August 2013 and approved by the Coordinating Board), [The Master in Security Management for Executives program review](#) (submitted August 2014, Coordinating Board approval pending), and the [Master of Arts in Teaching program review](#) (submitted July 2015, Coordinating Board approval pending). The Master of Science in Technical Communication program will complete its review in 2016. The three completed program review reports can be found in the supporting documents section.

Online Program Development and Evaluation

As noted in the [Online Education Policy, PS 03.A.37](#), online programs and courses are also subject to the terms of [PS 03.A.12 Changes to Curricula](#) and [PS 03.A.31 Education Program Assessment policy](#) (§3.2.4 and 3.3.2). The Online Education Policy stipulates under what circumstances assessment of online programs and courses must be conducted separately and data disaggregated from that of face-to-face courses/programs (§3.3.4). This policy reaffirms faculty ownership of the curriculum no matter the delivery mode, stating that "as with all curriculum, responsibility and authority for academic management, program assessment, and oversight of online programs, certificates, and course sections reside with the faculty bodies identified at university and departmental levels" (§3.7.2) and that faculty "will assess online course sections using their departmentally adopted standards" (§3.7.4).

Cross References

- [Comprehensive Standard 3.3.1.1](#)
- [Comprehensive Standard 3.4.6](#)
- [Comprehensive Standard 3.4.7](#)
- [Federal Requirement 4.2](#)

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3.4.11

Academic Program Coordination

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

For all of its degree programs, University of Houston–Downtown (UHD) assigns responsibility for program coordination, as well as for curriculum development and review, to academically qualified faculty members who hold degree credentials appropriate to the degree program.

Each department has a departmental curriculum committee to oversee the development of curriculum. While program development and program review are collaborative efforts by faculty within departments or colleges, department chairs, in consultation with the deans of their respective colleges, appoint specific coordinators for the programs housed in their departments. The following narrative explains the duties of program coordinators within each college, and the accompanying chart shows the names and qualifications of each Program Coordinator who served in the 2014-2015 Academic Year.

College of Business

There are Program Coordinators for each degree program offered in the College of Business (COB). All Program Coordinators are academically qualified and terminally degreed within their disciplines.

Program Coordinators, along with other academically qualified faculty, serve on the College of Business Undergraduate and Graduate Curriculum Committees and Assessment Committees. The COB curriculum committees address curriculum development and are responsible for the review and assessment of the undergraduate and graduate curriculum plans. The COB Assessment Committees are responsible for the assessment activities of each program. The accompanying table lists the Program Coordinators and their academic qualifications.

COB Program Coordinators have a two-course release per academic year in exchange for performing their duties to:

- Provide leadership for the program and for the faculty in the program.
- Advise students interested in the program and be available for students.
- Represent the program at industry and student recruiting events as appropriate.
- Coordinate and review discipline recruitment material.
- Coordinate revisions to the program (or major) with the Chair.
- Coordinate discipline changes for the *UHD Catalog* with the Assistant Chair.
- Audit all course syllabi for compliance with UHD Syllabus Policy and AACSB requirements, and for appropriate course objectives, program learning outcomes (LOs), and course activities/assignments to support the LOs.
- Develop expectations for maintenance of COB standards in online and hybrid courses.
- Coordinate book ordering with the Chair.
- Assist the Chair with class scheduling and monitoring course enrollments.
- Make course-staffing recommendations and assist Chair with identifying new adjuncts and vetting their credentials.
- Coordinate faculty credentialing for the discipline.
- Maintain minimum of 6 hours of office hours per week.
- Serve on the Department Curriculum Committee.

College of Humanities and Social Sciences

The College of Humanities and Social Sciences (CHSS) is comprised of three departments—the Department of Arts and Humanities, the Department of English, and the Department of Social Sciences—that collectively house fourteen undergraduate degree programs and three master's programs. Each CHSS degree program is governed by an academically qualified and credentialed faculty member who is appointed by the department Chair in consultation with the Dean. Whenever possible, tenured faculty are assigned program leadership positions. On average, the Program Coordinators for the College of Humanities and Social Sciences degree programs have 10.4 years of experience working at UHD as tenured/tenure-track faculty. The accompanying table lists the Program Coordinators and their qualifications.

The Program Coordinators of the undergraduate degree programs perform the following duties:

- Monitor the curriculum.
- Ensure that program academic assessment takes place in the program.
- Produce course schedules.
- Review adjunct instructor performance. Program Coordinators report problems with adjunct instructor performance to the department Chair.
- Initiate programmatic changes, and usher forward new course proposals from their respective faculty colleagues.
- Approve their respective majors' course-substitutions appeals, which are then reviewed by the Dean's office.
- Guide faculty discussion of assessment results and decisions regarding programmatic changes.

Graduate Program Directors are tasked with duties similar to those of Program Coordinators, but given the comparatively small size of the three graduate programs, Graduate Program Directors also provide advising and registration assistance to the graduate students enrolled in their programs. Graduate Program Directors also meet with the Dean and Associate Dean to discuss policy and student matters in order to promote harmonized procedures. For example, in 2013-14, the CHSS Graduate Program Directors drafted a handbook for all CHSS graduate students outlining program expectations and underscoring relevant University policies. Graduate Directors also serve on the UHD Graduate Advisory Council.

A special note needs to be devoted to the title of the **Director of Composition**. Housed in the Department of English, the Composition Program serves freshmen as part of the Common Core and is therefore not a degree program. The Director of Composition coordinates the freshman composition curriculum and, in consultation with the Department of English's Chair and English's Assistant Chair for Administration, monitors the performance of some 30 lecturers and adjunct instructors in English 1301, English 1302, and the developmental course English 1300.

College of Public Service

The oversight of each program in the College of Public Service is assigned to academically qualified faculty members holding appropriate terminal degrees. Each department has configured the allocation of these responsibilities in a way that is most effective for the particular programs and disciplines. The accompanying table lists those acting as coordinators along with their qualifications.

In the Department of Urban Education, the Assistant Chair and the Chair do the following:

- Oversee the quality of the undergraduate program by working with department faculty committees.
- Insure compliance with the Texas Education Agency standards.
- Monitor admission requirements.
- Review degree plans, waivers and transfer credits.
- Ensure efficient scheduling.

The **Alternative Certification Program Coordinator** oversees the post-baccalaureate alternative certification program. The department Chair currently assumes this coordinator role.

The Chair of the Criminal Justice Department has traditionally served as the Program Coordinator of the BS in Criminal Justice (BSCJ) and the Bachelor of Applied Arts and Sciences-Criminal Justice (BAAS-CJ) degrees. As of spring 2015, the newly established Assistant Chair of Criminal Justice, a tenured faculty member, assists with course scheduling, hiring and supervising adjuncts, and other duties related to the BSCJ and BAAS-CJ undergraduate programs.

The **Social Work Program Director** assists with course scheduling, hiring and supervising adjuncts, and other administrative duties relating to the Bachelor of Social Work (BSW) program, while the **Director of Field Education for Social Work** oversees students' completion of the program's fieldwork requirements. The BSW Program Director and the Director of Field Education both satisfy the Council on Social Work Education's accreditation standards for terminal degrees and practice experience.

The graduate programs in the College of Public Service (CPS) are coordinated by tenured faculty members who receive course releases for this assignment. In Urban Education, the **Master of Arts in Teaching (MAT) Coordinator** works with the Urban Education Graduate Committee comprised of faculty qualified to teach in the graduate program. The MAT Coordinator works with the Urban Education Graduate Committee to review graduate applications and admission requirements, revise courses, review student appeals and waivers, advise students, and administer and analyze post-graduation surveys for program improvement. The responsibilities of the **Master of Science in Criminal Justice Coordinator** similarly include advising graduate students, reviewing applicants, and reviewing degree plans and waivers. Both Coordinators work closely with the Graduate Admissions Office and serve on the University's Graduate Advisory Council.

The assessment of all CPS programs is the responsibility of the appropriate departmental Assessment Committees and the College's Faculty Assessment Coordinators (established in [PS 03.A.31 Educational Program Assessment](#)).

In Urban Education, the department Chair hires adjuncts in consultation with the corresponding department committees and faculty. The Department of Criminal Justice has an Adjunct Committee that reviews applications and determines whether applicants are qualified and which courses they are qualified to teach. Hiring is conducted in accordance with [PS 10.A.15 Adjunct Lecturers Policy](#).

College of Sciences and Technology

The College of Sciences and Technology (CST) is comprised of three departments: Computer Science and Engineering Technology (CSET), Mathematics and Statistics (MS), and Natural Sciences (NS). Each degree program in the College has a Degree Coordinator who works with the appropriate Department Chair and advisors to monitor the integrity of the degree and keep the program current based on feedback from faculty, administrators, the Texas Higher Education Coordinating Board, and community partners. All **Program Coordinators**, selected by their respective department chair, are academically qualified, with a terminal degree in the discipline. In general, the College's Program Coordinators address curriculum development and participate in academic assessment. The accompanying [table](#) lists the coordinators and their qualifications.

In the Department of Computer Science and Engineering Technology, the **Program Coordinator** for the BS in Computer Science must do the following:

- Participate in annual assessment with a Faculty Assessment Coordinator from the College.
- Review and update the curriculum to reflect the latest development in the Computer Science discipline and Computer Science pedagogy.
- Assist with short-term and long-term course scheduling.
- Provide assistance in the professional development of Computer Science faculty.

Also in the Department of Computer Science and Engineering Technology, the **Program Coordinators** for the BS in Engineering Technology (BSET) in Control Instrumentation Engineering Technology, the BSET in Structural Analysis with Design, and the BAAS in Safety Management must all do the following:

- Participate in annual assessment with departmental Faculty Assessment Coordinator.
- Review and update the curriculum to reflect the latest developments in the discipline.
- Convene and record minutes of Advisory Board meetings.
- Assist with short-term and long-term course scheduling.

In the Department of Mathematics and Statistics (MS), the **Program Coordinator** for the BS and BA in Mathematics must do the following:

- Supervise and assess the Applied Math degree and minor.
- Appoint a book coordinator responsible for gathering textbook order information for MATH courses above MATH 1505 and placing the semester book orders with the bookstore.
- Maintain course catalog descriptions.
- Supervise and assess courses above MATH 1505.
- Maintain and update course syllabi above MATH 1505.
- Assist with long-term scheduling of MATH courses.
- Develop and implement mechanisms for retaining students and recruiting majors.
- Develop, implement, and assess high-impact student educational experiences.
- Select outstanding math senior for the annual Student Awards ceremony.

Also in the Department of Mathematics and Statistics, the **Program Coordinator** for the BS in Statistics must do the following:

- Supervise and assess the Statistics degree and minor.
- Appoint a book coordinator responsible for gathering textbook order information for all STAT courses, MATH 1305 and 1306, and placing the semester book orders with the bookstore.
- Maintain course catalog descriptions.
- Maintain and update STAT course syllabi and syllabi for Math 1305 and Math 1306.
- Supervise and assess STAT courses, including Math 1305 and Math 1306;
- Assist with long-term scheduling of STAT courses.
- Develop and implement mechanisms for retaining students and recruiting majors.
- Develop, implement, and assess high-impact student educational experiences.
- Select outstanding statistics senior for the annual Student Awards Ceremony.

In the Department of Natural Sciences, the BS in Biological & Physical Sciences, the BS in Biology, the BS in Biotechnology, the BS in Chemistry, and the BS in Geosciences each have a **Program Coordinator** who must do the following:

- Review graduation folders to ensure graduation requirements are met (effective Spring 2015, this responsibility shifted to the College Advisors).
- Advise students and train new faculty to advise students (effective Spring 2015, advising responsibilities shifted to the College Advisors).
- Coordinate course scheduling.
- Review annual and five-year plans of course offerings.
- Interview adjuncts with the Department Chair or Assistant Chair.
- Assist with collecting data and preparing reports and documentation for accreditation agencies.

University College

University College (UC) houses two degree programs, the BS in Interdisciplinary Studies (BSIS) and the BAAS in Applied Administration (BAAS-AA). These two programs are interdisciplinary, do not have their own tenured/tenure-track faculty, and do not operate under the aegis of disciplinary-based departments. The **Program Directors** of the BAAS-AA and BSIS report directly to the Dean of University College, and their duties are more closely aligned with those of Program Coordinators than of department chairs. According to the terms of UHD's policy for the University College Curriculum Support Committee, PS 03.A.34, the UC Curriculum Support Committee is comprised of disciplinary tenured/tenure-track faculty from other colleges who have oversight responsibility for curricular development and assessment of University College programs; the **UC Program Directors** work with the UC Curriculum Support Committee to ensure curricular efficacy and continuous improvement. The accompanying [table](#) lists the **UC Program Directors** and their qualifications.

In addition to teaching and research requirements, the **Program Director** of the BAAS-AA degree must do the following:

- Develop and implement administration processes, and supervise and evaluate program staff, faculty, and advisors.
- Develop promotional material for the program and recruit students.
- Lead the development and maintain the accuracy of a program webpage.
- Develop the course schedule.
- Hire lecturers and adjunct instructors.
- Participate in community outreach, including serving on local community college workforce program advisory boards.
- Work with the UC Curriculum Support Committee to implement faculty-driven curricular changes and assessment activities.
- Complete the annual program assessment report.
- Work with other programs to assist in the development of interdisciplinary program enhancements, including new courses and concentrations.

In addition to teaching and research requirements, the **Program Director** of the BSIS degree must do the following:

- Conduct four sections of ISS 4098 Portfolio for graduating seniors (Fall, Spring, Summer 1 and Summer 3).
- Advise students, field degree inquiries from prospective majors, and facilitate program growth through participation in outreach, recruitment, and community engagement events in conjunction with various campus entities, including Enrollment Services, Distance Education, Admissions, the Career Development Center, Veterans Services, and Advising and Mentoring.
- Supervise and evaluate Interdisciplinary Studies Program advising services.
- Complete the BSIS program assessment report.
- Work with the UC Curriculum Support Committee to implement faculty-driven curricular changes and assessment activities.
- Work with other programs to assist in the development of interdisciplinary program enhancements, including new courses and concentrations.
- Work with the Assistant Dean to create processes, modify advising services, assist students, and resolve student problems and complaints.
- Coordinate advising and program development activities for the BSIS degree at the UHD-Northwest distance site.

UHD Program Coordinators 2014-2015			
Academic Program or Concentration	Name of Program Coordinator or designated position	Rank	Qualifications
BBA Marketing BBA Supply Chain Management	Jeffery Adams	Associate Professor	PhD, Major: Logistics, Operations, and Materials Management
BBA Accounting	Randall Serrett	Professor	PhD, Major: Accounting
BBA General Business	Kurt Stanberry	Professor	JD, Major: Research and teaching in Business Administration
BBA Enterprise Information Systems	Ruth Robbins	Professor	EDD, Major: Instructional Technology Research in Management Information Systems

BBA Finance BBA International Business	Rahul Verma	Associate Professor	PhD, Major: International Business, Major: Finance
BBA Management	Margaret Shipley	Professor	PhD, Major: Operations Research/Industrial Engineering
BAAS Applied Administration	Karen Kaser	Senior Lecturer	PhD, Major: Community and Human Resources
BS Interdisciplinary Studies	Melissa Hovsepian	Senior Lecturer	PhD, Major: World History with a minor in Anthropology
BSW Program Director	Stephen Wernet	Professor	PhD, Major: Social Work
BSW Director of Field Education	Dana Smith	Lecturer	PhD, Major: Social Work
BA Communication Studies	Deborah Shelley	Associate Professor	PhD Major: Communication
BA Fine Arts	Azar Rejaie	Associate Professor	PhD, Major: Art History
BA Humanities	Kirk Hagen	Professor	PhD, Major: French and Linguistics
BA Spanish	William Nowak	Associate Professor	PhD, Major: Romance Languages with a Specialization on Spanish Literature
BA English	Sandra Dahlberg	Professor	PhD, Major: English
BS Professional Writing	Joseph Sample	Associate Professor	PhD, Rhetoric and Professional Communication
English Composition	Sara Farris	Associate Professor	PhD, Major: American Lit and Composition and Rhetoric
MA Rhetoric & Composition	Adam Ellwanger	Associate Professor	PhD, Major: Rhetoric and Composition
MS Technical Communication	Natalya Matveeva	Associate Professor	PhD, Major: Technical Communication and Rhetoric with a minor in Applied Linguistics
BS Sociology BS Social Science BA Social Science	Joanna Kaftan	Associate Professor	PhD, Major: Sociology
BS Political Science	John Linantud	Associate Professor	PhD, Major: Political Science
BA Philosophy	Andrew Pavelich	Associate Professor	PhD, Major: Philosophy
BA History	Teresa Case	Associate Professor	PhD, Major: History
BS Psychology	Stephanie Babb	Associate Professor	PhD, Major: Psychology
MS Non-Profit Management	David Branham	Associate Professor	PhD, Major: Political Science
CJ Department Chair	Barbara Belbot	Professor	PhD, Major: Criminal Justice
CJ Assistant Chair	Ashley Blackburn	Associate Professor	PhD, Major: Criminal Justice
MSCJ Coordinator	Clete Snell	Professor	PhD, Major: Criminal Justice
BSET CIET	Weining Feng	Associate Professor	PhD, Major: Control System Engineering

BAAS SAFE	Ed. Sheinberg	Associate Professor	Masters, Major: Mechanical Engineering
BSET SAD	Ken Oberhoff	Associate Professor	PhD, Major: Applied Mathematics
BS Computer Science	Shengli Yuan	Associate Professor	PHD, Major Computer Science
BS Mathematics BA Mathematics	Ryan Pepper	Associate Professor	PhD, Major: Mathematics
BS Applied Statistics	Cui, Yunwei	Assistant Professor	PhD, Major: Mathematical Sciences with concentration in Statistics
BS BPS	Morano, Lisa	Professor	PhD, Major: Viticulture & Enology
BS Biology	Gulati, Poonam	Associate Professor	PhD, Major: Microbiology, Immunology, Pathology
BS Biotechnology	Lyons, Phil	Associate Professor	PhD, Major: Plant Pathology
BS Chemistry	Christmas, Byron	Professor	PhD, Major: Inorganic Chemistry
BS Geosciences	Johnson, Kenneth	Associate Professor	PhD, Major: Geology

Sources

-  [PS03A31_Assesment_of_Educational_Programs](#)
-  [PS03A34_University_College_Curriculum_Support_Committee](#)
-  [PS10A15 Adjunct Lecturers](#)
-  [UHD Program Coordinators 2014](#)

3.4.12

Technology Use

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. UHD students have access to and training in the use of technology. University of Houston-Downtown (UHD) has a long-standing commitment to supporting and enhancing student learning with appropriate use of technology. This commitment advances the University's mission to prepare students for academic and career "success in a dynamic global society" and also supports students' attainment of the General Education competency "knowledge of, and a degree of skill with, new technologies" (*UHD Undergraduate Catalog* 53).

UHD's Information Technology department (IT) plays an integral role in identifying and supporting opportunities for UHD to meet its mission and student-learning objectives through strategic use of technology. The academic colleges and departments also focus on enhancing student learning through technology and have technology resources provided by IT to facilitate these efforts. UHD Information Technology's mission is to empower students, faculty, and staff by providing quality, up-to-date technology infrastructures and services that support and facilitate all facets of learning, research, and service at the University. To achieve this mission, UHD has a solid foundation of policies governing technology use and incorporates a formalized process to assess the effectiveness of technology support resources and to guide adjustments for continuous improvement.

Policies Governing Technology Use

Information Technology's operations and technology use in general are governed by a number of University policies that ensure security and maintenance of an appropriate technology infrastructure to serve UHD students, faculty, and staff. These policies are reviewed and updated regularly to ensure that UHD's technology infrastructure is up-to-date, secure, and compliant with federal, state, and UH System regulations (most recently in March 2015):

- [PS 08.A.01](#) Review of Information Technology Resources Requests
- [PS 08.A.02](#) Information Systems Policies, Procedures, Standards and Plans
- [PS 08.A.03](#) Academic Technology Committee Policy
- [PS 08.A.04](#) Computer Access, Security and Use Policy
- [PS 08.A.05](#) Academic Computing Services
- [PS 08.A.06](#) University Website Policy

Information Technology provides students, faculty, and staff the *IT Users Handbook* to explain IT policies and procedures.

Technology Resources

Information Technology maintains a sound technology infrastructure conducive to enhancing continuous improvement and the mission of the University. Key IT areas that focus on student, faculty and staff technology training and support include the Technology Teaching and Learning Center (TTLIC) and User Support Services (USS). These areas facilitate and support the use of state-of-the-art computer equipment and software, provide technical support, instructional technology support, and training to assist students, faculty, and staff with meeting their teaching and learning goals using appropriate technology tools and resources.

UHD offers three major categories of technology resources to enhance and support student learning:

- Technology Tools and Products;
- Technology Support and Training Services;
- Technology-enhanced Facilities.

IT's mission is guided by its long term strategic [Technology Roadmap](#) that identifies technology objectives and strategies to support University's strategic plan and objectives. Technology use and IT planning are both guided by the UHD and UH System policies as well as all applicable state and federal codes and regulations. New and operational IT initiatives are evaluated in relation to the UHD's overall mission and objectives during the University planning process.

Technology Tools and Products Supporting Teaching and Student Learning

Learning Management System (LMS): Blackboard V9

UHD offers state-of-the-art technology for online and face-to-face learning support through the Blackboard Learning Management System, an online system that provides tools for distribution, instruction, communication, and assessment. Blackboard is used to enhance courses by hosting online materials and providing an online learning environment that supports communication, collaboration, simulation, and evaluation through a wide range of teaching and learning activities (e.g. online assignments, lecture capture, group project structures, blogs, journals, discussion boards, real time chat structures, exams, quizzes, evaluation of students' work via assessment tools, etc.). UHD faculty have rapidly increased their use of Blackboard to enhance their online courses as well as their hybrid and face-to-face courses. During the 2014 academic year, all UHD courses (5,099 sections) included a Blackboard course component; of these course sections, approximately 1,202 were fully online courses and 568 were hybrid courses.

UHD's Technology Teaching and Learning Center (TTLIC, discussed below) has support staff to work with faculty to design and develop their online courses or to enhance face-to-face courses using Blackboard and other instructional technology tools, focusing on best practices and effective strategies for integrating technology into teaching and learning. Faculty are also able to take advantage of instructional training provided by the TTLIC, as well as technical support offered by on-site instructional technology specialists and helpdesk support staff (see below Technology Support and Training Services).

A Blackboard online orientation course is available to help students use the system. The course includes a link to an online learning and readiness [self-assessment tool](#) to help the students determine if online learning is right for them. A series of online training modules are also available to students to promote effective use of Blackboard and other instructional tools, and to provide opportunities to integrate technology into their learning experiences. Additional online resources and training materials can be found at:

<http://www.uhd.edu/computing/services-training/training/Pages/Student-Training-Materials.aspx>

<http://www.uhd.edu/computing/services-training/blackboard/Pages/UHDBlackboard.aspx>

<http://www.uhd.edu/computing/help/Pages/default.aspx>

Additionally, each college has a dedicated Web Tech Specialist who also serves as a Blackboard technical resource for faculty. These support technicians assist faculty with troubleshooting technical problems in the Blackboard Learning Management System, uploading content, and conducting basic troubleshooting for specific tools or features.

Instructional Tools and Products

UHD uses a number of instructional tools and technology products to support faculty teaching and enhance student learning experiences. Information Technology monitors the use of these products to ensure their availability, accessibility, and usability. Additional details about these products are included in the ["Technology Products and Tools"](#) document.

- **Blackboard Collaborate and Zoom Conferencing.** Blackboard Collaborate and Zoom Web Conferencing are synchronous learning tools that serve as online collaboration/meeting tools and can be integrated into Blackboard.
- **Sonic Foundry Mediasite Lecture Capture.** Mediasite Lecture Capture provides a means for capturing and delivering lectures. Since implementation in Fall 2010, hundreds of lectures have been recorded and thousands of minutes of content have been viewed by students. In the Fall 2014, UHD recorded more than 7,744 faculty lectures and student presentations, totaling over 3,765 hours of content.
- **iClickers Student Response System.** The iClicker is an audience-response system that allows instructors to interact with students.

- **Office 365.** Office 365 is a web-based service hosted by Microsoft Office available to all students.

- **Skillport.** Skillport offers online, skill-based learning opportunities on variety of technology topics.

- **DreamSpark.** UHD students have access to the Microsoft DreamSpark program, which enables students to download software for academic use at no cost.

Academic Technology Committee

Instituted by the University's policy for the Academic Technology Committee (PS 08.A.03), the Academic Technology Committee is a standing shared-governance committee with representatives from each college and from key technology support areas. The committee acts as an advisory committee to the Vice Presidents and the Chief Information Officer with regard to academic technology matters, and provides recommendations so the University can maintain and deliver effective technology that supports teaching and learning. It also provides recommendations for academic computing endeavors that are incorporated in the technology planning process and participates in the coordination of academic technology events and showcases such as the Technology Learning Conference.

For example, during fiscal year 2012-2013, the Academic Technology Committee discussed the need for a better system to manage program assessment and advised the Provost and Chief Information Officer to acquire a leading assessment product, TracDat Software. The Provost accepted the recommendation and charged IT to move forward with acquisition and implementation of the TracDat software, which has been used for program and departmental assessment since 2013. In another example, the faculty discussed and forwarded the need for solutions for online testing security issues. On recommendations from the Academic Technology Committee, UHD has since implemented Respondus lockdown browser and the Collaborate & Zoom remote monitoring system. Additionally, the Academic Technology Committee helps ensure the campus-wide availability of technology that effectively supports teaching and learning by a conducting university-wide technology-need survey.

Technology Support and Training Services

The University provides a wide range of technology support and training services to enhance student learning and success. The University offers comprehensive technology services to support teaching and learning activities at all UHD locations and for various delivery modes. Technology-led and online administrative services are also provided to enhance teaching, learning, and student life at UHD.

Technology Training

UHD and Information Technology are committed to providing students, faculty, and staff effective technology training by implementing focused and high quality instructor-led and online technology training programs. The IT Technology Training Team offers classroom-based training on a variety of subjects that are scheduled throughout each semester. In addition, the Technology Training Team develops and delivers online training programs and produces training materials that are available to students online through the UHD website. [Training materials](#) and classes are available for all students, faculty and staff via [the training web site](#).

The Technology Training Team uses participant feedback and assessment data to improve its training offerings and to identify additional training needs. During the 2014 calendar year, over 490 people attended a technology training session and, based on participant surveys, more than 95 percent of participants "agreed" or "strongly agreed" that the training would result in "performing more effectively in the future."

Technical Help Desk Support

The Information Technology [Helpdesk](#) is the centralized technical support service for students, faculty and staff to gain assistance in using technology to meet their instructional and administrative needs. The Helpdesk is staffed seven days per week including evenings and weekends.

Information Technology's User Support Services (USS) group conducts client satisfaction surveys regarding Helpdesk and Academic Computing Lab services on a regular basis. During fiscal year 2014, the IT Helpdesk received 20,989 calls, of which 20,904 calls were completed with a 94 percent overall satisfaction rate. Information Technology reviews assessment results to measure the quality of computing facilities and lab services and makes improvements based on the feedback received. For example, by monitoring survey results, IT implemented an improvement strategy to provide soft skills training for student lab workers and posting notices for weekend hours at all campuses.

Technology Support Services

In addition to training and technical help desk support, UHD offers a number of specialized technology support services to promote effective use of technology and services, and the services are monitored and adjusted to ensure continued effectiveness. Examples of support services include:

- Video Production, Instructional Television (ITV) and Digital Signage Support
(<http://www.uhd.edu/computing/labs-technology-centers/technology-teaching-learning-center/itv/Pages/itv-index.aspx>)
- Classroom Technology, Multimedia and Events Support (<http://www.uhd.edu/computing/services-training/multimedia/Pages/multimedia-index.aspx>)
- Administrative System Support (e-Services)
(<http://myuhd.uhd.edu/?q=1>)
- Online Degree Planning Support (https://global.dt.uh.edu/eservices/es/capp_landing.asp)
- Student Course Evaluation Support (IDEA) <http://www.uhd.edu/academics/course-evaluations/Pages/Students.aspx>
- Program Assessment Support (TrackDat)
- Faculty Activity Management System Support (Activity Insight)
<http://www.uhd.edu/computing/labs-technology-centers/technology-teaching-learning-center/Pages/Activity-Insight.aspx>
- Virtual Student Community Support (OrgSync)
<http://www.uhd.edu/community-engagement/Pages/default.aspx>
- Emergency Notification System Support (PIER)
<http://www.uh.edu/infotech/services/e-comm/pier/index.php>
- Free and Discounted Software and Hardware
<http://www.uhd.edu/computing/labs-technology-centers/academic-computing-labs/Pages/acl-discounts.aspx>
- Technology Consultations/Recommendations
- Information Technology Student Employment and Internships
- Alumni Access

More details about technology support services are included in the "Technology Support Services Document."

Technology Teaching and Learning Center (TTLC)

The Technology Teaching and Learning Center (TTLC) provides UHD faculty, staff, and students with training in technology applications in scheduled workshops and personalized one-on-one training. A copy of the TTLC's March 2015 schedule of training sessions is included to illustrate. The TTLC also provides assistance to faculty with instructional design and training in using the Blackboard course-management system effectively. To promote faculty innovation and creativity in teaching with technology, the TTLC offers faculty several Instructional Technology Grants each semester (*IT User's Handbook* 41). Additionally, the Technology, Teaching and Learning Center hosts an annual Technology Learning Conference, described below.

Technology Learning Conference

The Technology Teaching and Learning Center, in coordination with the Academic Technology Committee (ATC) and the Center for Teaching and Learning Excellence (CTLE), offers an annual, two-day conference with topics related to designing and managing online courses in Blackboard and leveraging other instructional technology tools. Students, faculty, and staff submit proposals for presentations to promote academic technology instruction and to showcase emerging technology trends and innovative online courses. More than 450 people participated in the April 2015 Technology Learning Conference. The 2015 Conference featured a keynote speaker from NASA, a recognized authority in gaming theory, and sessions covering topics presented by students, faculty, and staff on such topics as improving student success and learning, flipping the classroom, using technology to support assessment work, and student retention. The University leadership regularly plays a prominent role in promoting and participating in this event, emphasizing the importance and value of quality online and technology-enhanced teaching and learning at UHD.

Center for Teaching and Learning Excellence (CTLE)

The Center for Teaching and Learning Excellence serves as a hub of teaching and learning innovation and offers training, consultations, and instructionally relevant support in classroom performance systems, the Blackboard learning management system, mobile devices, and various Web tools to promote best practices in teaching and learning enhanced with technology. In addition, the CTLE collaborates with the Technology Teaching and Learning Center and the Academic Technology Committee to offer technology training opportunities such as the Technology Learning Conference. The Center for Teaching and Learning Excellence defines guidelines and standards for online instruction and collaborates with TTLC to offer pedagogical training and certification opportunities for online course design and delivery through a modified version of the Quality Matters (QM) rubric and methodology.

Information Security Support and Privacy

UHD is committed to the security of faculty, staff, and student equipment, data, and identity. Multiple measures are in place to ensure information privacy and security and to meet all applicable compliance regulations and policies. Information Technology regularly offers security tips, training, and information emails to ensure the digital security of the UHD community and compliance with UHD's technology policies. Information about internet security, UHD computing policies, and privacy are published in the *UHD Student Handbook* (61-68).

Technology-Enhanced Facilities to Support Teaching and Learning

State-of-the-art technology teaching and learning facilities are available campus-wide and include technology-enhanced labs, classrooms, kiosks, library facilities, and academic support centers. All general labs and electronic classrooms, as well as technology teaching and learning facilities, are equipped with ADA compliant workstations that support JAWS screen reading software and MAGic® screen magnification software for students with disabilities. Scanners are available at all assistive technology workstations in the general labs. Technology-enhanced facilities are supported by a redundant data center and a robust, high-speed network infrastructure that includes a secure, campus-wide wireless network.

Campus Wireless Infrastructure

Wireless access is available throughout UHD's campus. There are approximately 3,000 UHD wireless network users per day during long semesters and 1,500 per day during the summer. Access to the secure wireless network is available to UHD students, faculty, and staff, and its infrastructure supports wireless devices with the 802.11b, the 802.11g, and the 802.11n wireless standard, including mobile devices such as laptops, tablets, and smart phones. UHD has dedicated space throughout campus such as laptop lounges with comfortable seating, the **Reading Room** on the 4th floor North in the One Main Building, as well as strategically located wireless access points to provide wireless connectivity campus-wide.

General Computing Labs and Electronic Classrooms

To serve students' and instructors' technology needs, UHD provides computing labs on campus and at the Northwest location, including four general labs, two open areas, Library and Academic Support Center labs, departmental labs, and over 80 electronic classrooms. All UHD students have access to a variety of general use and instructional software, including course-specific software, available in the general labs and classroom areas.

The four general on-campus labs are equipped with over 300 computers as well as printers and scanners, and they are staffed with IT lab assistants to support student technology needs. These computers are replaced on a three-year rotation schedule to ensure that students have access to the latest technology. During fiscal year 2014, more than 16,600 different students visited one or more of the general labs, amounting to 225,000 lab-usage hours. Details about the University's general labs and electronic classrooms can be found in the "Technology General Labs and e-Classroom" document.

Figure 1: One of a general computing lab in the One Main Building

General Purpose Technology Enhanced Classrooms

All UHD classrooms are equipped with standard classroom technology, including instructor stations with computer equipment and projection systems, laptop or desktop PC, flat screen TV, LCD projector with a drop-down screen, video and audio speakers and microphones, a DVD player, and document camera. Information Technology monitors all electronic classrooms remotely and provides on-site technical support during all class hours.

Figure 2: An electronic classroom in the Shea Street Building

Library Computer Lab

The **Library Computer Lab** in N401 houses 84 computers with internet access, research databases, Microsoft Office software, and printing capability. For students with visual impairments, the library has two workstations equipped with JAWS screen reading software and MAGic® screen magnification software. One workstation also includes a CCTV magnifier for books, journals, and other print materials. The computer lab also houses two scanners, allowing students to digitize photos and documents.

<https://www.uhd.edu/library/services/Pages/alumni.aspx>

Library Technology-Enhanced Presentation Practice Rooms

The library also provides students with access to two technology-enhanced Presentation Practice Rooms on the 4th floor. These rooms are equipped with a computer, a wall-mounted computer screen, a document camera, and audiovisual equipment that students may need when preparing classroom or professional presentations.

Academic Support Center Lab

The **Academic Support Center** in N925 houses Center for Math and Statistics Support (C4MS²) and the Writing and Reading Center (WRC), which provide tutoring services for currently enrolled students. To facilitate tutoring services and independent student learning, the Academic Support Center has a 65-seat computer lab, an 18-seat workshop/seminar section, laser printers, digital displays, and online tutoring software. Zoom software allows WRC writing tutors to provide synchronous tutoring sessions for online and off-campus students.

Departmental Labs

In addition to the computing labs discussed above, students have access to 900 computers in over 65 departmental labs and electronic classrooms. Many of these labs are subject-specific labs. Others provide technology for students to practice presentations or have group study sessions. Information Technology maintains these computers, which are replaced on a three-year rotation.

Off-Campus Labs

UHD provides the technology infrastructure at UHD-Northwest to meet student academic needs and to enhance learning. At UHD-Northwest, the University provides and maintains the same technology infrastructure as that provided to on-campus students. Like the downtown campus, the UHD-Northwest location provides a wireless environment and has an open computer lab, instructional computer classrooms, and presentation equipment for classroom use. Computers in this location are equipped with standard productivity software and on-site technology support during class hours.

The off-campus classes offered at Cy-Fair and Kingwood also have access to technology infrastructure to meet student academic needs. Each location provides a wireless environment, computer classrooms, and presentation equipment for classroom use. Computers are equipped with standard productivity software. UHD is presently in discussion with the Lone Star College-Kingwood campus to install computers in the open computer lab at Kingwood. Students at Cy-Fair have access to the open lab at the Northwest Campus.

UHD provides access to specialized software at each off-campus location, as requested by faculty. Technology staff at each location provide individualized training in the use of technology to students as needed.

Personal Computer Kiosks

There are 57 PC-Kiosks across the University, located in all UHD buildings that provide students express access to a variety of UHD online services, such as registration and cashier services.

Student Laptop Checkout

The University has 102 laptops (Wi-Fi ready) available for student checkout. Currently enrolled students may check out laptops on a daily basis.

Faculty Laptop Checkout

UHD has forty laptops (Wi-Fi ready) with the standard productivity suite of applications including Microsoft Office that are available for check out by faculty and staff to support work-related activities.

Printing






















































Each enrolled UHD student is allocated 500 pages (\$25.00 of free printing each semester) for black-and-white printing in the computer labs, library, and e-classrooms.

Computer Upgrade Rotation Program

Information Technology has a computer-upgrade program for all campus computers, including faculty and staff desktops and computers in the technology labs and electronic classrooms. All full-time faculty and staff members are provided with a desktop computer or laptop with general productivity software and a standard set of applications including Microsoft Office; adjunct faculty and part-time staff also have access to University computers in their shared offices. All computers which fall below the minimum standard are upgraded based on the department's upgrade rotation schedule. Similarly, computers in the computer labs and electronic classrooms are upgraded on a three-year rotation. A standard set of applications and hardware is provided to all computer labs and electronic classrooms in order to ensure technological access and consistency.

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IT

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3.5.1

General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) identifies college-level general education competencies and the extent to which its students have attained them. In order to ensure that students acquire these competencies, the general education component of all baccalaureate degrees awarded by the University consists of three required parts: courses satisfying the common core requirements, application course requirements, and enhancement course requirements. Each of these components is described in this standard.

As described in the *UHD Undergraduate Catalog* (pp.53-55), University of Houston-Downtown has established five competencies for the general education program that graduates will demonstrate:

1. The ability to view events from a variety of perspectives, especially including different historical and cultural perspectives;
2. An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities;
3. Knowledge of, and sensitivity to, ethical and moral standards;
4. Knowledge of, and a degree of skill with, new technologies;
5. The ability to communicate clearly and effectively and to use various media to transmit and process information.

To ensure the acquisition of these competencies, the UHD general education curriculum augments the 42-hour state-mandated core curriculum with additional courses: application courses in writing skills (W course) and nonverbal analytical thinking (S course) and enhancement courses in ethical issues and world community.

At the current writing of this standard, the University faculty is reviewing recommendations from the UHD Faculty Senate and the UHD General Education Committee regarding changes to the General Education Program.

The 42-Hour Common Core

The foundation of UHD's General Education curriculum is the core curriculum. In 2011, the Texas Higher Education Coordinating Board (THECB) defined six objectives as the foundation of a new core curriculum for all Texas state institutions of higher education (listed below). The Coordinating Board required each institution to identify a set of 42 hours of coursework to address these objectives in a prescribed distribution. (For a full discussion of the Coordinating Board's process and requirements for the core, see the [Texas Common Core](#) page on their Website.)

In order to address this requirement, the Provost established the Core Curriculum Task Force to oversee the development of the new 42 curriculum to meet the Texas Common Core requirements, along with eight [Foundational Component Area Committees](#) tasked with developing new courses or revising extant courses ([Provost Chapman email](#)). The majority of the Core Curriculum Task Force were faculty members. The component area committees formulated learning outcomes for their respective component area courses in Spring 2012, and the Core Curriculum Task Force issued a Call for Proposed Courses to fulfill the Core in August 2012. To address the six state objectives, UHD's faculty adopted twelve new outcomes for the General Education Program given below.

During 2012-2013, the UHD Common Core Task Force, the component area committees, departmental curriculum committees, and the UCC worked together to produce a revised UHD core curriculum that met the Texas Higher Education Coordinating Board's criteria. The resulting proposed curriculum was vetted and approved by the THECB in 2013 and was subsequently implemented in [Fall 2014](#), forming a new foundation for UHD's General Education Program. In addition to a revised core curriculum, the Texas Higher Education Coordinating Board required the University the core [assessment plan](#) which was also approved at the same time.

Core Objectives

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: to include effective written, oral, and visual communication.
- Empirical and Quantitative Skills: to include applications of scientific and mathematical concepts.
- Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Social Responsibility: to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making.

New Core Learning Outcomes

- The ability to think creatively and innovate
- The ability to conduct inquiry and analyze evaluation and synthesis information.
- The ability to effectively develop, express and interpret ideas through **written** communication
- The ability to effectively develop, express and interpret ideas through **oral** communication;
- The ability to effectively develop, express and interpret ideas through **visual** communication.
- The ability to manipulate and analyze data or observable facts, resulting in an informed conclusion
- The ability to consider different points of view.
- The ability to work effectively with others to support a shared purpose or goal.
- The ability to be inter-culturally competent
- The ability to articulate knowledge of civic responsibility
- The ability to engage effectively in regional, national, and global communities
- The ability to connect choices, actions and consequences to ethical decision-making

Assessment of General Education Competencies

The data used for assessment of the five general education competencies is collected through a range of processes and entities throughout the University and reviewed by faculty and administrative bodies. The institutional general education assessment plan identifies one competency per year for review; however, for some competencies, assessment data became available at different points of time. This response includes the full range of data on each competency available to the institution at the end of the 2014-2015 academic year. For all competencies, UHD has used the [National Survey of Student Engagement](#) and a general survey of faculty designed by the UHD General Education Committee, as well as data from degree plan assessments. Some other measures specific to each competency are also used. The following is a comprehensive list of all measures used. All data sets are provided as supporting documents:

1. **Assessments of general education competencies within degree programs (Direct):** Data relevant to the General Education competencies are collected at various times according to assessment plans of each program and reviewed by faculty. Each discipline sets benchmarks appropriate to its own standards; for purposes of general education, UHD's objective is student achievement of the faculty-determined benchmarks. [Measures UHD General Education Competencies 1, 2, 3, 4, 5]
2. **MAPP/CLA (Direct):** The MAPP was a widely used, normed instrument that assesses student achievement in general competencies as well as specific content areas administered by UHD in 2008 and 2011; when the MAPP was discontinued, it was replaced by the CLA administered by UHD in 2013 and 2015. [Measures UHD General Education Competency 5]
3. **UHD Ethics Assessment (Direct):** UHD designed an assessment using focus groups of students with faculty reviewers to assess the ethics competency. Administered in Spring 2010. [Measures UHD General Education Competency 3]
4. **ETS I-Skills (Direct):** The I-Skills is an hour-long, on-line instrument designed to evaluate "students' level of critical thinking skills in a digital environment." UHD recruited 96 students who had earned at least 90 credits from a pool of about 3000 to take the ETS I-Skills exam first in Spring 2012 and again in Spring 2014. [Measures UHD General Education Competency 4]
5. **UHD Writing Proficiency Exam (WPE-Direct):** This was a measure designed by the university to assess basic writing competencies of its students. Students were asked to write an essay in response to a prompt within 2 hours. Multiple attempts are allowed. It was administered on an on-going basis until Fall of 2011 when UHD discontinued the WPE. [Measures UHD General Education Competency 5]
6. **Faculty Survey on General Education Learning Outcomes (Indirect):** Measures perceptions of faculty members about senior students' achievement of the general education learning outcomes. Scheduled to be administered every spring semester with the last administration being in Spring 2013. [Measures UHD General Education Competency 1, 2, 3, 4, 5]
7. **National Survey of Student Engagement (NSSE-Indirect):** A widely used, normed instrument that taps students' perceptions about many aspects of the college experience. It was last administered in Spring 2013, as well as Spring 2008 and 2011. [Measures UHD General Education Competencies 1, 2, 4]

Table 1 below is a summary of the competencies and the methods used to assess each one. A discussion of each competency and the assessment of the extent to which students have attained them follows. Based on these assessment results, UHD students have demonstrated attainment of the general education competencies in most cases consistent with targeted achievement levels. The faculty and administration have used these results and the observed limitations of some of these assessment measures to inform current discussions about revision of the general education plan.

Table 1: UHD General Education Competencies and Assessment Methods		
Competency	Courses or components	Assessment
1. The ability to view events from a variety of perspectives, especially including different historical and cultural perspectives	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments (direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)
2. An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)
3. Knowledge of, and sensitivity to, ethical and moral standards	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) UHD Ethics Focus Groups (direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)
4. Knowledge of, and a degree of skill with, new technologies	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) NSSE (indirect measure) ETS I-Skills Test (direct/indirect measure) UHD Faculty Survey (indirect measure)
5. The ability to communicate clearly and effectively and to use various media to transmit and process information	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) MAPP/CLA (direct measure) UHD Writing Proficiency Exam (direct measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)
NOTE: in Fall 2013, with the introduction of the new core curriculum, UHD adopted 12 additional outcomes as applicable to the core. The assessment plan for those outcomes will start with a pilot program in Fall 2015, and therefore they have not been included in this section, though the outcomes and plan appear in 3.3.1.1.		

Competency #1

The ability to view events from a variety of perspectives, especially including different historical and cultural perspectives

Competency	Courses or components	Assessment
The ability to view events from a variety of perspectives, especially including different historical and cultural perspectives	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)

Assessment Measure #1: UHD Program Assessment

A number of UHD programs have outcomes that address one or more components of this general education competency. The chart below provides data on the number of students or student products assessed within those programs and the number of students who met the benchmarks set by faculty in the disciplines. Data set includes all assessment cycles from 2010 to 2014, even if measured more than once within the same program. For a full list of the specific outcomes and number of artifacts in each assessment group, see the complete chart of programs, outcomes, and numbers.

Demonstrate the ability to view events from a variety of perspectives, especially historical and cultural		
Number of Students Assessed between 2010 and 2014 (across 4 programs)	Number students who met benchmark	% of students who met benchmark
245	195	79.5%

With respect to student attainment of ability to view events from a variety of perspectives, nearly 80% of the students assessed over this period of time attained the benchmarks set by disciplinary faculty.

Examples of programs and related outcomes include the following:

- Bachelor of Fine Arts: Graduates can describe the historical and stylistic development of each of the fine arts.
- Psychology: Graduates will be able to think through perspectives other than their own.

Assessment Measure #2: National Survey of Student Engagement (NSSE)

The NSSE is a nationally normed, widely used measure of student perceptions regarding their academic and co-curricular experiences at their institution. While the instrument is distributed to both freshmen and seniors, the analyses herein report the data from seniors to indicate the extent to which UHD students have attained the competency prior to graduation. As is standard with nationally normed data sets, UHD targets the level of meeting or exceeding results of participating institutions as well as the Carnegie class of institutions.

Questions 1d, 2b, 2c, 2d, 2e, 11e, 11f were identified as an indirect measure of this general education competency in the 2008 and 2011 versions of the NSSE. In 2013, the format and range of questions changed, though there is considerable overlap in the items—the 2013 item numbers are indicated in parentheses. A total of 310 UHD Seniors responded in 2008 and 1025 Seniors in 2011. In 2013, the format and range of questions changed; 777 Seniors participated. The tables below show the mean response to each item for UHD Seniors, Carnegie Class Institution Seniors, and overall NSSE institution Seniors.

		2008 NSSE Snapshot			2011 NSSE Snapshot			2013 NSSE Snapshot		
2008 and 2011 NSSE Item (2013 Item)		UHD 2008	Carnegie Class 2008	NSSE 2008	UHD 2011	Carnegie Class 2011	NSSE 2011	UHD 2013	Carnegie Class 2013	NSSE 2013
1e. (2c)	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	3.04	2.87	2.81	3.04	2.91	2.83	2.6	2.7	2.7
1u. (8a)	Had serious conversations with students of a different race or ethnicity than your own (2013 "Had discussions with people of a different race or ethnicity other than your own")	2.78	2.57	2.67	2.80	2.58	2.69	3.3	3.0	3.1
1v. (8c and 8d)	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (2013 "Had discussions with people with religious beliefs other than your own" and "Had discussions with people with political views other than your own")	2.65	2.66	2.72	2.64	2.62	2.71	3.1 3.1	3.0 3.1	3.0 3.1
10c. (14d)	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.60	2.55	2.50	2.71	2.62	2.56	2.7	2.6	2.6
11l. (17h)	Understanding people of other racial and ethnic backgrounds (2013 says "economic, political, religious, etc.	2.87	2.63	2.64	2.87	2.69	2.67	3.0	2.8	2.8
2c. (2013 only)	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussion or assignments							2.6	2.7	2.7
2e. (2013 only)	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective							3.0	2.9	3.0

In reviewing NSSE data, results show that UHD Seniors' means were at or higher than NSSE and Carnegie Class means for most items with the exception of 1v. This may be a result of students' limited associations of the terms "political" or "religious" with common societal labels such as political party or the name of a particular religion; in most courses, variation in "political" or "religious" views are likely to surface as representations of ideologies rather than overt labels. Also, on items 1u, 1v, and 11l, the overall average response from UHD seniors has gone up, from "some" or "sometimes" to "often" or "quite a bit," a clear improvement over time.

Assessment Measure #3: UHD Faculty Survey

The Faculty Survey on General Education Learning Outcomes is distributed to faculty at all level of appointments (tenured, tenure-track, visiting, instructional faculty, lecturers and adjuncts). The general prompt asks faculty to reflect on their knowledge of student achievement to "grade" seniors on their overall attainment of the general education competencies. These "grades" are holistic and not based on specific student performance. UHD has targeted results in which a majority of faculty rate students at a "C" or higher to demonstrate attainment of the competency.

UHD has data from four iterations of the UHD Faculty Survey. A total of 135 of 150 participants responded to the relevant items in the survey in 2008, 72 respondents in 2010, 126 respondents in 2012, and 68 respondents in 2013 (49 for these questions). In 2013, the General Education Committee added some items to the survey to address components of the general education competencies within the context of the disciplines and more explicitly targeted at attainment by seniors. An overview of responses relevant for this competency can be found below:

UHD Faculty Survey Demographics*				
	Total Survey Respondents	Respondents as a % of all Faculty	% of Respondents Holding Tenured or Tenure-track Appointments	% of Respondents Holding non-Tenure/Tenure-Track Appointments
2008	150 (135 on questions below)	26.8%	62%	38%
2010	72	12.1%	65.3%	34.7%
2012	126	19.7%	55.6%	44.4%
2013	68 (49 for these questions)	10.3%	77%	17%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the [UHD Fact Book](#).

UHD Faculty Survey Results*								
Survey Item		Grade the faculty would assign to seniors on each survey item						
		Survey Year	A	B	C	D	F	N/A
Survey Item	Ability, in general, to view events from a variety of perspectives	2008	8.1%	43.7%	37.0%	5.2%	0.7%	5.2%
		2010	13.89%	33.33%	40.28%	6.94%	2.78%	2.78%
		2012	8.7%	50.5%	22.2%	0.8%	0%	17.5%
		2013	12.0%	53.0%	28.9%	0.0%	0.0%	6.0%
	Ability to view events from an historical perspective	2008	3.7%	22.2%	45.9%	18.5%	3.7%	5.9%
		2010	9.72%	22.22%	20.83%	34.72%	4.17%	8.33%
		2012	3.2%	25.4%	33.3%	11.9%	1.6%	24.6%
		2013	8.4%	20.5%	41.0%	18.1%	0.0%	12.0%
	Ability to view events from a cultural perspective	2008	9.6%	45.9%	31.1%	6.7%	0.0%	6.7%
		2010	15.28%	33.33%	20.83%	18.06%	4.17%	8.33%
		2012	15.1%	41.3%	19.8%	3.2%	0.0%	20.6%
		2013	25.3%	41.0%	18.1%	4.8%	0.0%	10.8%
	Ability to think from perspectives other than their own (2013 only)	2013	12.0%	45.8%	31.3%	7.2%	0.0%	3.0%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the UHD Fact Book.

Results of the surveys indicate that for all items in all surveys except 2010, 70% of faculty rated students at a "C" or higher, in keeping with UHD's target. However, for items that distinguish "cultural perspective" from "historical perspective" faculty ratings across all surveys have higher percentages of "B" than "C" for the cultural perspective.

Competency #2

An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities

Competency	Courses or components	Assessment
An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments (direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)

Assessment Measure #1: UHD Program Assessment

A number of UHD programs have outcomes that address one or more components of this general education competency. The chart below provides data on the number of students or student products assessed within those programs and the number of students who met the benchmarks set by faculty in the disciplines. Data set includes all assessment cycles from 2010 to 2014, even if measured more than once within the same program. For a full list of the specific outcomes and number of artifacts in each assessment group, see the complete chart of programs, outcomes, and numbers.

An awareness of the different ways of pursuing knowledge, including the methods of scientists and of those engaged in the arts and humanities		
Number of Students Assessed between 2010 and 2014 (across 27 programs)	Number students who met benchmark	% of students who met benchmark
4917	3448	70%

With respect to attainment of this competency, 70% of students attained the benchmarks set by the faculty.

Examples of programs and related outcomes include the following:

- Chemistry: Graduates will be able to effectively use the scientific method and scientific reasoning both qualitatively and quantitatively.
- Insurance and Risk Management: Successful IRM graduates will demonstrate analytical thinking in an insurance and risk management context.
- Math: Demonstrate proficiency in mathematical modeling and analysis of data, and with a Computer Algebra System.
- Political Science: Graduates will be proficient in understanding quantitative and qualitative political science research.
- Psychology: Graduates will be able to evaluate and apply basic research methods in psychology including research design, data analysis, and interpretation of results.

Assessment Measure #2: National Survey of Student Engagement (NSSE)

The NSSE is a nationally normed, widely used measure of student perceptions regarding their academic and co-curricular experiences at their institution. While the instrument is distributed to both freshmen and seniors, the analyses herein report the data from seniors to indicate the extent to which UHD students have attained the competency as a result of their UHD experience. As is standard with nationally normed data sets, UHD targets the level of meeting or exceeding results of participating institutions as well as the Carnegie class of institutions.

Questions 1d, 2b, 2c, 2d, 2e, 11e, 11f were identified as an indirect measure of this general education competency in the 2008 and 2011 versions of the NSSE. A total of 310 UHD Seniors responded in 2008 and 1025 Seniors in 2011. In 2013, the format and range of questions changed; 777 Seniors participated. The tables below show the mean response to each item for UHD Seniors, Carnegie Class Institution Seniors, and overall NSSE institution Seniors.

The tables below summarize the degree to which UHD Seniors perceived participation in activities that required or included ways of pursuing knowledge. The NSSE item number is given for 2008 and 2011; given significant language changes in the items for 2013, the data are provided in a separate table.

NSSE Results 2008 and 2011							
NSSE Item		UHD 2008	Carnegie Class 2008	NSSE 2008	UHD 2011	Carnegie Class 2011	NSSE 2011
1 d.	Worked on a paper or project that required integrating ideas or information from various sources	3.31	3.34	3.30	3.35	3.39	3.35
2b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.17	3.22	3.24	3.23	3.30	3.23
2c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.97	3.06	3.05	3.06	3.11	3.06
2d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.96	3.05	3.01	3.02	3.10	3.02
2e.	Applying theories or concepts to practical problems or in new situations	3.13	3.23	3.19	3.19	3.29	3.19
11e.	Thinking critically and analytically	3.29	3.37	3.36	3.35	3.41	3.35
11f.	Analyzing quantitative problems	3.08	3.11	3.08	3.21	3.12	3.21

The results show that students reported higher frequency of these activities in 2011 than in 2008, a positive trend. However, results in 2011 also reflect that UHD seniors were at or below the NSSE and Carnegie class comparison groups on all items except 11f, "analyzing quantitative problems." In moving to the 2013 survey data, UHD seniors are reporting frequency of these activities at levels at or above those of the comparison groups, a marked improvement from the 2008 and 2011 comparisons. However, the perceptions of frequency are lower overall in 2013 for all comparison groups; this may be due to the changes in the item content.

Assessment Measure #3: UHD Faculty Survey

The Faculty Survey on General Education Learning Outcomes is distributed to faculty at all level of appointments (tenured, tenure-track, visiting, instructional faculty, lecturers and adjuncts). The general prompt asks faculty to reflect on their knowledge of student achievement to "grade" seniors on their overall attainment of the general education competencies. These "grades" are holistic and not based on specific student performance. UHD has targeted results in which a majority of faculty rate students at a "C" or higher to demonstrate attainment of the competency.

UHD has data from four iterations of the UHD Faculty Survey. A total of 135 of 150 participants responded to the relevant items in the survey in 2008, 72 respondents in 2010, 126 respondents in 2012, and 68 respondents in 2013 (49 for these questions). In 2013, the General Education Committee added some items to the survey to address components of the general education competencies within the context of the disciplines and more explicitly targeted at attainment by seniors.

UHD Faculty Survey Demographics*				
Total Survey Respondents		Respondents as a % of all Faculty	% of Respondents Holding Tenured or Tenure-track Appointments	% of Respondents Holding non-Tenure/Tenure-Track Appointments
2008	150 (135 for these questions)	26.8%	62%	38%
2010	72	12.1%	65.3%	34.7%
2012	126	18.7%	56.4%	35.2%
2013	68 (49 for these questions)	10.3%	77%	17%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the [UHD Fact Book](#).

UHD Faculty Survey Results								
	Year	Grade the faculty would assign to seniors in regards to the survey items						
		A	B	C	D	F	N/A or Not observed	
Survey Item	Awareness, in general of the different ways of pursuing knowledge	2008	4.4%	25.2%	49.6%	17.0%	0%	3.7%
		2010	8.3%	22.2%	38.9%	22.2%	4.2%	4.2%
		2012	7.2%	38.4%	28.8%	10.4%	3.2%	12.0%
		2013	9.8%	34.1%	36.6%	15.9%	0.0%	3.7%
	Awareness of the methods by which knowledge is pursued in the sciences	2008	3.7%	18.5%	34.8%	20%	1.5%	21.5%
		2010	4.2%	16.7%	30.6%	23.6%	1.4%	23.6%
		2012	6.4%	20.8%	20.0%	13.6%	3.2%	36.0%
		2013	8.4%	20.5%	25.3%	13.3%	1.2%	31.3%
	Awareness of the methods by which knowledge is pursued in the arts and humanities	2008	3.0%	28.1%	34.8%	12.6%	2.2%	19.3%
		2010	9.7%	13.9%	37.5%	20.8%	1.4%	16.7%
		2012	4.8%	31.0%	22.2%	4.0%	1.6%	36.5%
		2013	6.0%	22.6%	28.6%	16.7%	1.2%	25.0%

In looking at the most recent surveys in 2012 and 2013, results show that at least 75% of faculty rate UHD students at a grade of "C" or higher in the category of general awareness of different ways of pursuing knowledge. The overall percentage of students rated at "C" or better has increased since the 2010 report, and the percentage of "B" or "A" has increased since 2008, demonstrating an upward trend.

Competency #3

Knowledge of, and sensitivity to, ethical and moral standards

Competency	Courses or components	Assessment
Knowledge of, and sensitivity to, ethical and moral standards	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments(direct/indirect measure) UHD Ethics Focus Groups (direct/indirect measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)

Assessment Measure #1: UHD Program Assessment

A number of UHD programs have outcomes that address one or more components of this general education competency. The chart below provides data on the number of students or student products assessed within those programs and the number of students who met the benchmarks set by faculty in the disciplines. Data set includes all assessment cycles from 2010 to 2014, even if measured more than once within the same program. For a full list of the specific outcomes and number of artifacts in each assessment group, see the complete chart of programs, outcomes, and numbers.

Knowledge of, and sensitivity to, ethical and moral standards		
Number of Students Assessed between 2010 and 2014 (across 15 programs)	Number students who met benchmark	% of students who met benchmark
1123	715	63%

With respect to competency in ethical and moral standards, 63% of students assessed met the benchmarks set by faculty.

Examples of programs and related outcomes include the following:

- Criminal Justice: Graduates will be able to will be able to analyze criminal justice ethical dilemmas and develop sound courses of action.
- Bio and Physical Sciences: Graduates will have demonstrated understanding of the ethical standards for the responsible conduct of scientific research and its applications.
- Marketing: Successful Marketing graduates will be able to recognize and resolve an ethical dilemma in a marketing context.
- Social Work: Graduates will understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Assessment Measure #2: UHD Ethics Focus Groups

Three focus groups were conducted in March of 2010 with forty graduating seniors from all four UHD colleges. Students were asked a series of questions regarding their memory of discussions of ethics/ethical behavior in classes, co-curricular activities, or any other settings during their time at UHD. Faculty led the focus groups; results were transcribed and analyzed for emerging themes.

The overall findings from the report are as follows.

- Understanding of the basic concepts of right and wrong underlying various cultures
 - Moderate evidence of this objective was found in all three focus groups, though the expression was not made by every student.
- The ability to identify the value assumptions of ideas and actions and to analyze their ethical implications.
 - Moderate evidence of this objective was found in all three focus groups, though the expression was not made by every student.
- An awareness of major ethical issues in the disciplinary major.
 - Strong evidence of this objective was found in all three focus groups and uniformly across most students.
- A capacity to engage in ethical analysis.
 - Strong evidence of this objective was found in all three focus groups and uniformly across most students.

The focus groups were a successful measure for this outcome. The method considered four components of the outcome; the latter two (awareness in disciplinary major and ability to engage in ethical analysis) were "strongly" evident, suggesting that UHD's program is providing students the needed curriculum related to this outcome. Student achievement in the other two areas (basic concepts of right and wrong across cultures, understanding underlying values) was more moderate, but still reflective of student attainment of the outcome overall.

Assessment Measure #3: National Survey of Student Engagement (NSSE)

The NSSE is a nationally normed, widely used measure of student perceptions regarding their academic and co-curricular experiences at their institution. While the instrument is distributed to both freshmen and seniors, the analyses herein report the data from seniors to indicate the extent to which UHD students have attained the competency as a result of their UHD experience. As is standard with nationally normed data sets, UHD targets the level of meeting or exceeding results of participating institutions as well as the Carnegie class of institutions.

Question 11n was identified as an indirect measure of this competency on ethical and moral standards in the 2008 and 2011 NSSE. Administered again in 2013, the NSSE was reconfigured; the revised version introduced this item as 17g. A total of 308 UHD Seniors responded to one or more of the below listed questions related to the communication learning outcome on the 2008 NSSE, a total of 1025 UHD Seniors responded to one or more of the questions related to the communication learning outcome on the 2011 NSSE and a total of 784 seniors responded to one or more of the questions related to the communication learning outcome on the 2013 NSSE.

The table below summarizes the degree to which UHD Seniors perceived participation in developing a personal code of values and ethics. The NSSE item number is given for 2008 and 2011; the item number in () reflects the new numbering in 2013 for identical or very similar items.

Item		2008 NSSE Snapshot			2011 NSSE Snapshot			2013 NSSE Snapshot		
		UHD 2008	Carnegie Class 2008	NSSE 2008	UHD 2011	Carnegie Class 2011	NSSE 2011	UHD 2013	Carnegie Class 2013	NSSE 2013
11n. (17g.)	Developing (or clarifying) a personal code of values and ethics	2.71	2.85	2.71	2.79	2.91	2.76	2.9	2.8	2.8

Note: Interpreting the mean: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

While there is only one item, results show that perceptions by UHD seniors regarding the extent to which their experience at UHD has contributed to their development of a personal code of values and ethics has increased slightly since 2008, with the average response very close to "quite a bit" and in 2013 for the first time is higher than the mean responses of both the Carnegie Class and NSSE comparative groups, showing clear improvement over time in meeting University targets, perhaps due in part to increased emphasis in some UHD degree programs. The results of a single item measure should be considered within the context of other measures of this competency.

Assessment Measure #4: UHD Faculty Survey

The Faculty Survey on General Education Learning Outcomes is distributed to faculty at all level of appointments (tenured, tenure-track, visiting, instructional faculty, lecturers and adjuncts). The general prompt asks faculty to reflect on their knowledge of student achievement to "grade" seniors on their overall attainment of the general education competencies. These "grades" are holistic and not based on specific student performance. UHD has targeted results in which a majority of faculty rate students at a "C" or higher to demonstrate attainment of the competency.

The survey was last administered in 2013. As a result, data from 2008, 2010, 2012, and 2013 are available. A total of 135 faculty responded to the questions relevant to this outcome in the survey in 2008, 72 in 2010, 126 in 2012 and 49 in 2013. In 2013, the General Education Committee added some items to the survey to address components of the general education competencies within the context of the disciplines and more explicitly targeted at attainment by seniors.

UHD Faculty Survey Demographics*				
	Total Survey Respondents	Respondents as a % of all Faculty	% of Respondents Holding Tenured or Tenure-track Appointments	% of Respondents Holding non-Tenure/Tenure-Track Appointments
2008	150 (135 for these questions)	26.8%	62%	38%
2010	72	12.1%	65.3%	34.7%
2012	126	18.7%	56.4%	35.2%
2013	68 (49 for these questions)	10.3%	77%	17%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the [UHD Fact Book](#).

UHD Faculty Survey Results								
		Grade the faculty would assign to seniors in regards to the survey items						
		Year	A	B	C	D	F	N/A
Survey Item	Knowledge of ethical and moral standards	2008	12.6%	31.1%	39.3%	11.1%	0.7%	5.2%
		2010	15.3%	38.9%	25%	11.1%	4.2%	5.6%
		2012	11.1%	41.3%	23.0%	3.2%	4.2%	17.5%
		2013	21.7%	37.3%	30.1%	2.4%	1.2%	7.2%
	Sensitivity to ethical and moral standards	2008	15.6%	30.4%	33.3%	15.6%	1.5%	3.7%
		2010	18%	40.3%	20.9%	9.7%	5.6%	5.6%
		2012	16.0%	40.8%	20.8%	6.4%	2.4%	13.6%
		2013	28.9%	32.5%	26.5%	4.8%	1.2%	6.0%
	Knowledge of ethical practices and standards within the students' disciplines (2013 only)	2013	21.7%	34.9%	30.1%	6.0%	1.2%	6.0%

Results from the Faculty Survey consistently show that 80% of faculty respondents rate students' knowledge of and sensitivity to ethical and moral standards at "C" or above. In 2010 and 2012, the largest percentage of faculty rate students at "B." Most recently in 2013, a notably larger percentage of faculty rated students at an "A" than in previous years at the general level. The added question in 2013 suggests that faculty perceive general student knowledge in these areas as well as discipline-specific student knowledge at similar levels.

Competency #4

To demonstrate knowledge of, and a degree of skill with, new technologies

Competency	Courses or components	Assessment
Knowledge of, and a degree of skill with, new technologies	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments (direct/indirect measure) NSSE (indirect measure) Information Technology Skills Test (direct/indirect measure) UHD Faculty Survey (indirect measure)

Assessment Measure #1: UHD Program Assessment

Many UHD programs have outcomes that address one or more components of this general education competency. The chart below provides data on the number of students or student products assessed within those programs and the number of students who met the benchmarks set by faculty in the disciplines. Data set includes all assessment cycles from 2010 to 2014, even if measured more than once within the same program. For a full list of the specific outcomes and number of artifacts in each assessment group, see the complete chart of programs, outcomes, and numbers.

To demonstrate knowledge of, and a degree of skill with, new technologies		
Number of Students Assessed between 2010 and 2014 (across 21 programs)	Number students who met benchmark	% of students who met benchmark
2146	1676	78%

In terms of technology, 78% of the students whose work was assessed met the benchmarks set by faculty.

Examples of programs and related outcomes include the following:

- Applied Statistics: Graduates will be able to demonstrate basic knowledge of computational procedures and use of statistical packages.
- Interdisciplinary Studies (Urban Education): Graduates will demonstrate competency in the area of computer/technology.
- English: Demonstrate proficiency in using technology to do research and to produce written texts.
- Supply Chain Management: Successful SCM graduates will demonstrate that they can effectively utilize technology in a SCM context.

Assessment Measure #2: I-Skills Test

In conversations about assessment of this outcome in 2012, faculty members of the Academic Assessment Committee recommended the use of the ETS I-Skills inventory to measure the technology learning competency. In 2012, UHD recruited 96 students at the senior level (had earned at least 90 credits) from a pool of about 3000 to take the ETS I-Skills exam. Participating students received a \$25 gift card and students who earned scores in the top five percent also received a \$100 gift card. UHD ran the test again in Spring 2014, with the same participation incentives, recruiting 99 participants.

The I-Skills is an on-line instrument designed to evaluate "students' level of critical thinking skills in a digital environment."

The test addresses a range of skill sets, not all of which are specific to "technology" in all of its potential meanings. Given that notions of "technology" have changed significantly in the years since the outcome was selected, UHD has included "information literacy" as part of this competency in addition to more traditional notions of technology. Below are the results of the test elements that faculty have identified as most relevant to demonstrating both knowledge of and degree of skill with technology.

Given that this is a nationally normed instrument, UHD identified a target of student performance at or above the achievement of the comparison group. In addition, UHD considered changes in performance of its own students between 2012 and 2014.

As part of the testing, UHD was allowed to include a limited number of institutional determined items. UHD chooses to seek perceptions from students regarding where and to what extent they have used technology in their college experiences:

Question 1: Source of Technology Training

As part of the institutional questions option in 2012 and 2014, students were asked where they had taken a technology-specific class. These data are useful in understanding to what extent UHD has played a role in exposing students to technology. Sixty-four percent of those who responded said they took a technology course at UHD in 2012 and in 2014, a comparable percentage of students reported UHD as the source of their technology experience. (Note that in 2012 there was a very large number of non-responses.)

	2012		2014	
At another two-year college	12	20%	16	17%
At another four-year university or college	5	8%	5	5%
At UHD	38	64%	71	71%
Have not taken any courses which specifically focused on using technology	4	7%	7	7%
Tested out of technology class			0	0%
No response (2012 only)	37			
Total	96		99	

Question 2: Frequency of Usage

Students in 2012 were also asked to report on the frequency they were required to use technology UHD classes. Eighty-nine percent of respondents in 2012 indicated they used technology in almost every class. In 2014, response patterns are similar, with almost double the respondents.

Institutional Question Q2: Thinking about the courses you have taken at UHD, how often were you required to use technology to study or find information for assignments?								
	Almost every class		Occasionally		Rarely		Total	No responses
	#	%	#	%	#	%		
2012	51	89%	5	96	1	1%	96	39
2014	85	87%	13	99	1	1%	99	0

Question 3: Level of Preparation for Information Searches

Fifty-seven students in 2012 responded to institutional Question Q3 and 99 in 2014 regarding preparation for finding information.

Institutional Question 3: How prepared do you feel you are to find information on the Internet or in an electronic database such as those used in a library?				
	2012		2014	
	#	%	#	%
Not prepared at all (2014 only)			0	0%
Somewhat prepared	19	33%	25	25%
Well prepared	38	67%	74	74%
No Response (2012 only)	39	41%		
Total	96		99	

From 2012 to 2014 the percentage of students being well-prepared increased from 67% to 74% and response rates were much higher.

Question 4: Level of Preparation for Evaluating Information

Fifty-seven students in 2012 responded to Institutional Question Q3 and 99 in 2014 regarding preparation to evaluate what they find on the Internet.

Institutional Question 4: How prepared do you feel you are to evaluate the validity and reliability of information found on the Internet?				
	2012		2014	
	#	%	#	%
No Response (2012 only)	39	41%		
Not prepared at all (2014 only)			1	1%
Somewhat prepared	19	20%	52	34%
Well prepared	38	40%	103	66%
Total	96	100%	156	100%

The iSkills exam provides some limited direct measure diagnostic information across six skill areas. As noted earlier, faculty have identified only some skill areas as relevant for this outcome. Below, the 2012 performance of the 93 of the 96 UHD students in each of these relevant areas is compared to a national reference group (normed by ETS) of 642 students which includes grades 10-12 as well as undergraduate and graduate students. The 2014 performance of 94 of 99 UHD students is compared to the same reference group of 642 students. [Note: Test takers who completed fewer than 4 tasks or spent less than 10 minutes, in either of the two sections of the test are excluded from this portion of the report. Three of UHD's 96 students were excluded in 2012 and six of 99 students were excluded in 2014.]

Skill Area 2: Access or locate information using digital tools

In Skill Area 2, which measures student ability to use digital tools, in 2012 students performed as well or better than the reference group in terms of searching a database for information but were less proficient in installing video and saving video files. UHD students were significantly better than the reference group at evaluating the usefulness of a database but lagged behind selecting sources with authority and objectivity, and finding current and relevant sources. In 2014, student performance fell below 2012 numbers for UHD students and also below the reference group performance.

Skill Area 2							
ASSESS: Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail, or online descriptions of print media. Tasks include the following:							
<ul style="list-style-type: none"> Generating and combining search terms (keywords) to satisfy the requirements of a particular research task Efficiently browsing one or more resources to locate pertinent information Deciding what types of resources might yield the most useful information for a particular need 							
What students were asked to do:	Feedback on highest-scoring response	2012			2014		
		UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task	UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task
Search a store's database in response to a customer's inquiry (Finding an Item: Veni Video Vici)	Student selected the correct database on his/her first search	90 of 93	97%	92%	78 of 94	83%	92%
	Student chose the best search expression for the category selected	79 of 93	85%	86%	75 of 94	80%	86%
	Student selected all of the appropriate items for the customer	54 of 93	58%	55%	40 of 94	43%	55%
	Student did not select any inappropriate items for the customer	32 of 93	34%	33%	20 of 94	21%	33%
Install a video player in order to download a video file (Downloading a File: Great Garloo)	Student installed the video player and played the video file successfully.	73 of 93	78%	90%	72 of 94	77%	90%
	Student selected no unnecessary links when installing the video player	51 of 93	55%	64%	46 of 94	49%	64%
	Student saved the video file to the proper folder on the hard drive	41 of 93	44%	52%	26 of 94	28%	52%

Skill Area 4: Organize information for retrieval at a later date

In Skill Area 4, the tools used to organize the information were common technology (emails and use of chart technology). UHD students in 2012 were slightly below the reference group in filling in charts but improved in 2014 to outperform the reference group. From 2012 to 2014, UHD students dropped slightly below the reference group in deleting unused cells and moving emails.

Skill Area 4							
MANAGE: Organize information to help you or others find it later, such as by the following:							
<ul style="list-style-type: none"> • Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents • Arranging personnel information into an organizational chart • Sorting files, e-mails, or database returns to clarify clusters of related information 							
		2012			2014		
What students were asked to do:	Feedback on highest-scoring response	UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task	UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task
Fill in an organizational chart to reflect the structure of a new business (Creating a Chart: New Business)	Student represented all required elements in the organization chart	67 of 93	72%	75%	72 of 94	77%	75%
	Student represented all elements in the right relationships	65 of 93	70%	72%	68 of 94	72%	72%
	Student appropriately deleted unused cells.	67 of 93	72%	74%	59 of 94	63%	74%
Place e-mails into correct folders and identify those requiring later action (Managing Emails: Nature Center)	Student moved e-mails into proper folders	27 of 93	29%	29%	18 of 94	19%	29%
	Students properly handled e-mails requiring later action.	34 of 93	37%	34%	32 of 94	34%	34%

Skill Area 5: Create, adapt, apply, design, or construct information in a digital environment

In Skill Area 5, students are required to apply technology in tasks for information presentation, including use of tables and spreadsheets. UHD students scored lower than the reference group on a number of variables, though performance improved in most variables from 2012 to 2014.

Skill Area 5							
INTEGRATE: Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while doing the following:							
<ul style="list-style-type: none"> Comparing advertisements, e-mails, or websites from competing vendors by summarizing information into a table Summarizing and synthesizing information from a variety of types of sources according to specific criteria in order to compare information and make a decision Re-representing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs 							
What students were asked to do:	Feedback on highest-scoring response	2012			2014		
		UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task	UHD #	UHD %	% in reference group who provided highest scoring response for the assigned task
Complete a table comparing potential checking accounts according to specific criteria (Summarizing Emails: Checking Account)	Student selected correct column headings for the table	32 of 93	34%	40%	33 of 94	35%	40%
	Student accurately represented information in the table	52 of 93	56%	59%	55 of 94	59%	59%
	Student ranked the checking accounts correctly	63 of 93	68%	69%	55 of 94	59%	69%
Combine several electronic suggestions in order to plan a scientific experiment (Planning an Experiment: Candle)	Student organized the experiment correctly	24 of 93	26%	40%	32 of 94	34%	40%
	Student distinguished the steps and results of the experiment correctly	32 of 93	34%	47%	33 of 94	35%	47%
	Student correctly identified the conclusion in the experiment plan	35 of 93	38%	52%	38 of 94	40%	52%
	Student accurately cited the source of the experiment	54 of 93	58%	62%	54 of 94	57%	62%

Skill areas 2, 4, and 5 appear most directly connected to knowledge and use of technology both direct skills and applied knowledge of its use. UHD students scored at or just below the reference group in Skill area 2 though performance decreased in 2014. In Skill Area 4, student performance dropped slightly in comparison to the reference group. In Skill area 5, UHD students were noticeably below the reference group in several variables in 2012, but demonstrated improvement in most areas in 2014.

Assessment Measure #3: National Survey of Student Engagement (NSSE)

The NSSE is a nationally normed, widely used measure of student perceptions regarding their academic and co-curricular experiences at their institution. While the instrument is distributed to both freshmen and seniors, the analyses herein report the data from seniors to indicate the extent to which students have attained the competency as a result of their UHD experience. As is standard with nationally normed data sets, UHD targets the level of meeting or exceeding results of participating institutions as well as the Carnegie class of institutions.

Questions 1l, 1m, 10g, and 11g were identified as an indirect measure relevant to the technology competency on the 2008 and 2011 NSSE. A total of 310 UHD Seniors responded in 2008 and 1025 Seniors in 2011. Though administered again in 2013, the NSSE was reconfigured; the revised version no longer includes any questions about use of computers or other technology.

The table below summarizes the responses by UHD seniors to prompts related to the technology general education competency. NSSE

Results (only 2008 and 2011 contained these items)

NSSE Item		2008 NSSE Snapshot			2011 NSSE Snapshot		
		UHD 2008	Carnegie Class 2008	NSSE 2008	UHD 2011	Carnegie Class 2011	NSSE 2011
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	3.00	2.81	2.82	3.05	2.90	2.90
1m.	Used e-mail to communicate with an instructor	3.23	3.42	3.38	3.36	3.50	3.46
10g.	Using computers in academic work	3.4	3.46	3.46	3.46	3.45	3.45
11g.	Using computing and information technology	3.21	3.23	3.22	3.32	3.22	3.20

Note: Interpreting the mean: 1=Never, Sometimes = 2, Often = 3, Very Often = 4

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Results indicate that UHD seniors perceive their use of common technologies (computers and email) to be between "often" and "very often," with most means higher than those for Carnegie and NSSE comparison groups in 2011. The 2014 I-Skills data shows that student management of email sets has declined, thus raising questions about perception of usage versus ability to manage. However, there is a 3-year gap between the NSSE indirect measure and the I-Skills direct measure, making it difficult to determine direct interactions in these measures.

Assessment Measure #4: Faculty Survey

The Faculty Survey on General Education Learning Outcomes is distributed to faculty at all level of appointments (tenured, tenure-track, visiting, instructional faculty, lecturers and adjuncts). The general prompt asks faculty to reflect on their knowledge of student achievement to "grade" seniors on their overall attainment of the general education competencies. These "grades" are holistic and not based on specific student performance. UHD has targeted results in which a majority of faculty rate students at a "C" or higher to demonstrate attainment of the competency.

The survey was last administered in 2013. This discussion includes data from 2008, 2012 and 2013. However, a data-entry error eliminated partial data sets in 2010 and thus, UHD could not access the 2010 data for the questions related to this outcome. A total of 135 of 150 participants responded to the relevant items in the survey in 2008, 126 in 2012, and 68 in 2013 (49 for these questions). In 2013, the General Education Committee added some items to the survey to address components of the general education competencies within the context of the disciplines and more explicitly targeted at attainment by seniors.

UHD Faculty Survey Demographics*				
	Total Survey Respondents	Respondents as a % of all Faculty	% of Respondents Holding Tenured or Tenure-track Appointments	% of Respondents Holding non-Tenure/Tenure-Track Appointments
2008	150 (135 for these questions)	26.8%	62%	38%
2012	126	18.7%	56.4%	35.2%
2013	68 (49 for these questions)	10.3%	77%	17%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the [UHD Fact Book](#).

UHD Faculty Survey Results								
		Grade the faculty would assign to seniors in regard to survey item						
		Year	A	B	C	D	F	N/A
Survey Item	Knowledge of new technologies	2008	14.8%	45.9%	23%	8.1%	0.0%	8.1%
		2012	25.6%	43.2%	14.4%	2.4%	0.0%	14.4%
		2013	21.7%	49.4%	16.9%	3.6%	0.0%	8.4%
	Knowledge of emerging technologies within the students' disciplines (2013 only)	2013	8.5%	39.0%	23.2%	11.0%	0.0%	18.3%
	Skill in using new technologies	2008	14.8%	40.7%	25.9%	9.6%	0.0%	8.9%
		2012	19.0%	43.7%	13.5%	3.2%	0.0%	20.6%
		2013	15.9%	46.3%	22.0%	4.9%	0.0%	11.0%
	Skill in using technologies within the students' disciplines (2013 only)	2013	17.1%	42.7%	24.4%	4.9%	0.0%	11.0%

Over 83% of faculty rated our UHD students at a "C" or better in attainment of knowledge of and degree of skill with new technology in 2008, with over 40% rating students at a "B." In 2012, the overall total at "C" or above is comparable at 84% and 79% for the two components. Of these groups, there are more faculty providing a rating of "A" in 2012 and fewer at "C." In 2013, the overall % of faculty rating students at "C" or higher remains at over 80%, though the number of "C" ratings increases slightly and the number of "A" ratings drops. This suggests that faculty perceive students to be achieving this outcome.

Competency #5

The ability to communicate clearly and effectively and to use various media to transmit and process information

Competency	Courses or components	Assessment
The ability to communicate clearly and effectively and to use various media to transmit and process information	42-hour Core Curriculum; 2 application courses; 2 enhancement courses	UHD Program Assessments (direct/indirect measure) MAPP/CLA (direct measure) UHD Writing Proficiency Exam (direct measure) NSSE (indirect measure) UHD Faculty Survey (indirect measure)

Assessment Measure #1: UHD Program Assessment

Many UHD programs have outcomes that address one or more components of this general education competency. The chart below provides data on the number of students or student products assessed within those programs and the number of students who met the benchmarks set by faculty in the disciplines. Data set includes all assessment cycles from 2010 to 2014, even if measured more than once within the same program. For a full list of the specific outcomes and number of artifacts in each assessment group, see the complete chart of programs, outcomes, and numbers.

As this outcome encompasses both written and oral communication and programs often assess these skills separately, the reporting is separated here to reflect that difference.

The ability to communicate clearly and effectively and to use various media to transmit and process information (WRITTEN)		
Number of Students Assessed between 2010 and 2014 (across 26 programs)	Number students who met benchmark	% of students who met benchmark
1598	1200	75%

The ability to communicate clearly and effectively and to use various media to transmit and process information (ORAL)		
Number of Students Assessed between 2010 and 2014 (across 20 programs)	Number students who met benchmark	% of students who met benchmark
1034	827	80%

For both components of this competency, 80% (oral) and 75% (written) of students who were assessed during these cycles met the benchmarks set by faculty.

Examples of programs and related outcomes include the following:

- Chemistry: Graduates will be able to effectively communicate scientific information in writing and in oral presentations.
- Finance: Successful Finance graduates will demonstrate effective written communication in a financial context.
- Fine Arts: Graduates can effectively write about the significance of the humanities and fine arts products and performances.
- Humanities: Students can write effectively to include appropriate use of English syntax and semantics, cogent reasoning and rebuttal skills, cohesiveness of expression and effective argument.
- Professional Writing: Exhibit excellent visual and written communication skills.

Assessment Measure 2: MAPP/CLA

The MAPP was a widely used, normed instrument that assesses student achievement in general competencies as well as specific content areas. It was administered in 2008 and 2010. When the MAPP was discontinued, UHD moved to the CLA instrument, administered in 2013 and in 2015.

MAPP

Below is a presentation of the data from reading and writing portions of the MAPP exam, with each constituting about 25% of the MAPP questions. "The reading items are based on information presented in a brief reading selection, a picture or a graph. Typically, a reading selection will serve as the stimulus for one or more reading items and one or more critical thinking items." The writing section does not entail actual writing tasks; instead, students are asked to answer objective questions on writing-related issues, such as grammar.

Faculty committees looked at reading as well as writing results, as UHD's communication outcome addresses both the abilities to transmit and to process information.

The following table shows results from the 221 students who met the test analysis criteria in 2008 and the 154 students in 2010.

MAPP Results						
Skill Dimension	MAPP Proficiency Classification 2008 221 of 249 who met analysis criteria			MAPP Proficiency Classification 2010 154 of 173 who met analysis criteria		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Reading, Level 1	58%	23%	19%	64%	18%	18%
Reading, Level 2	29%	17%	53%	34%	22%	44%
Writing, Level 1	51%	29%	19%	65%	25%	10%
Writing, Level 2	19%	26%	54%	27%	35%	38%
Writing, Level 3	9%	19%	72%	9%	29%	62%

Though standardized tests are not easy to connect directly to local curriculum, UHD sought ongoing improvement in performance on these measures. In all areas except Writing Level 3, results reflect an increase in the number of students who demonstrated proficiency in these areas, in some cases by double digits (i.e., Writing Level 1 by 14%). Moreover, in Writing Level 3, while the proficiency rate remained constant, the number of "not proficient" students decreased.

CLA

The CLA was first administered at UHD in 2013; that version of the CLA focused on critical thinking and writing-related tasks. The online format consisted of "open-ended prompts that require constructed responses (CLA report, page 20)." Two areas that are most relevant for this outcome are the "writing effectiveness" and "writing mechanics" analyses. The following data compare UHD student performance to performance of students from all schools participating in the CLA in 2013. UHD looked for increased mean scores between UHD freshmen and UHD seniors as well as movement toward parity or higher with all students in the test pool.

CLA 2013: Mean score for students in Writing-Related Tasks					
		UHD Freshmen	All Freshmen	UHD Seniors	All Seniors
Performance Task	Writing Effectiveness	2.8	2.9	3.1	3.5
	Writing Mechanics	3.0	3.2	3.5	3.7
Make-an-Argument	Writing Effectiveness	2.9	3.3	3.1	3.7
	Writing Mechanics	3.1	3.4	3.4	3.8
Critique-an-Argument	Writing Effectiveness	2.6	2.9	3.0	3.5
	Writing Mechanics	3.1	3.4	3.5	3.9

The results for 2013 show improvement from UHD freshman to senior level, a bit more so in writing mechanics than in writing effectiveness areas. Performance at both freshman and senior levels falls below the mean of the overall CLA participants. The 2013 data from the standardized instrument demonstrate improvement in attainment of communication competencies over the years of data collection, though certainly there is room for greater improvement.

In Spring 2015, UHD administered the revised CLA+ with 84 seniors participating; changes in the CLA scoring system prevent many direct comparisons with 2013 performance and some components of the CLA+ are not directly relevant for the communication competency.

In 2015, the CLA+ included new subscores for scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument. The CLA+ includes two major components: Performance Task and Selected Response (which includes multiple components including the critique an argument task). Below are the results for key elements related to the general education communication competency available in the CLA+ for UHD Seniors. UHD does not have freshman data for the 2015 version:

CLA+ 2015: Mean score for students in Writing-Related Tasks			
		UHD Seniors	All Seniors
Performance Task	Writing Effectiveness	2.73	3.3
	Writing Mechanics	3.18	3.4

CLA+ 2015: Mean score for students in Writing-Related Tasks		
	UHD Seniors	All Seniors
Critique-an-Argument	508	541
Critical Reading	485	538

In all areas, the performance of UHD seniors on this version of the CLA falls below that of the comparison group. However, the CLA results should be considered in comparison to results of from other measures of this outcome, particularly those that are specific to UHD and designed by UHD faculty, which suggest that in large part, UHD students appear to be meeting the targets or improving in performance.

Assessment Measure 3: UHD Writing Proficiency Exam

The Writing Proficiency Exam was a measure designed and administered in-house at UHD. All students were required to sit for a writing exam, usually during their senior year. In the fall of 2010, UHD academic leadership, in consultation with faculty leadership, stopped requiring the WPE exam in anticipation of state-mandated changes to the General Education program and other initiatives to review writing competencies. The exam was required prior to student graduation and was reviewed by faculty using a basic rubric. Below are sampling data from 2006 and 2008 and 2010:

Writing Proficiency Exam Scores		
	Number of Students Passing	Number of Students Not Passing (serious deficiencies)
2006	2109 (73%)	773 (27%)
2008	1204 (78%)	338 (22%)
2010	392 (77%)	118 (23%)

The results from the Writing Proficiency Exam, which is a direct measure of student writing ability as determined by faculty reviewers, reveal improvement from 2006 to 2008, and ongoing maintenance of those gains.

Assessment Measure 4: National Survey of Student Engagement (NSSE)

The NSSE is a nationally normed, widely used measure of student perceptions regarding their academic and co-curricular experiences at their institution. While the instrument is distributed to both freshmen and seniors, the analyses herein report the data from seniors to indicate the extent to which students have attained the competency as a result of their UHD experience. As is standard with nationally normed data sets, UHD targets the level of meeting or exceeding results of participating institutions as well as the Carnegie class of institutions.

The NSSE was administered in Spring 2008, Spring 2011 and Spring 2013. A total of 308 UHD Seniors responded to one or more of the below listed questions related to the communication learning outcome on the 2008 NSSE, a total of 1025 UHD Seniors responded to one or more of the questions related to the communication learning outcome on the 2011 NSSE and a total of 770 seniors responded to one or more of the questions related to the communication learning outcome on the 2013 NSSE.

Questions 1b, 1c, 2c, 11c, and 11d on the 2008 and 2011 NSSE were identified as indirect measures of the communication outcome. These items measured students' perception of opportunity and ability to communicate clearly and effectively and to use various media to transmit and process information. The table below summarizes the degree to which UHD Seniors perceived participation in and benefit to writing-related activities. The NSSE item number is given for 2008 and 2011; the item number in parentheses reflects the new numbering in 2013 for identical or very similar items.

Percentage/Number Responding "Very Often/Often/Sometimes/Never" or "Very Much/Quite a bit/Some/Very Little"

Note: Interpreting the mean: 1=Never, Sometimes = 2, Often = 3, Very Often = 4 and

1= Very Little, Some = 2, Quite a bit = 3, Very Much = 4

NSSE Results										
NSSE Item (2013 Item)		2008 NSSE Snapshot			2010 NSSE Snapshot			2013 NSSE Snapshot		
		UHD 2008	Carnegie Class 2008	NSSE 2008	UHD 2011	Carnegie Class 2011	NSSE 2011	UHD 2013	Carnegie Class 2013	NSSE 2013
1b. (1i)	(How often have you) made a class presentation	2.88	2.95	2.80	2.82	2.91	2.82	2.5	2.8	2.6
1c. (1b)	(How often have you) prepared two or more drafts of a paper or assignment before turning it in	2.77	2.56	2.47	2.80	2.63	2.80	2.7	2.6	2.5
2c. (2e)	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	2.97	3.06	3.05	3.06	3.11	3.06	3.1	3.0	3.0
11c.	(How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?) Writing clearly and effectively	3.16	3.17	3.11	3.20	3.20	3.20	3.1	3.1	3.1
11d.	(How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?) Speaking clearly and effectively	3.05	3.11	3.00	3.12	3.11	3.12	3.0	3.0	2.9

NSSE results for each year show that, with the exception of 2c, UHD Seniors' means were at or above NSSE means, indicating that UHD perceive that they do as much or more types of activities related to communication tasks and that their experience at UHD has contributed "quite a bit" to their skills sets in writing and speaking clearly and effectively. Results also show fairly consistent perceptions by seniors across the assessment periods.

Assessment Measure 5: UHD Faculty Survey

The Faculty Survey on General Education Learning Outcomes is distributed to faculty at all level of appointments (tenured, tenure-track, visiting, instructional faculty, lecturers and adjuncts). The general prompt asks faculty to reflect on their knowledge of student achievement to "grade" seniors on their overall attainment of the general education competencies. These "grades" are holistic and not based on specific student performance. UHD has targeted results in which a majority of faculty rate students at a "C" or higher to demonstrate attainment of the competency.

The survey was administered in 2008, 2010, 2012 and 2013. However, a data entry error eliminated partial data sets and thus, UHD does not have access to the 2010 data for the questions related to this outcome. As a result, only data from only from 2008 and 2012 are available for this outcome. A total of 150 faculty responded to the survey, though of that total, 135 responded to these two questions in the survey in 2008. In 2012, 126 faculty participated and in 2013, 68 faculty participated (49 for these questions). In 2013, the General Education Committee added some items to the survey to address components of the general education competencies within the context of the disciplines and more explicitly targeted at attainment by seniors.

UHD Faculty Survey Demographics*				
	Total Survey Respondents	Respondents as a % of all Faculty	% of Respondents Holding Tenured or Tenure-track Appointments	% of Respondents Holding non-Tenure/Tenure-Track Appointments
2008	150 (135 for these questions)	26.8%	62%	38%
2012	126	18.7%	56.4%	35.2%
2013	68 (49 for these questions)	10.3%	77%	17%

*Based upon F2007, F2009, F2011, and F2012 total faculty as reported in the [UHD Fact Book](#).

UHD Faculty Survey Results								
		Year	Grade the faculty would assign to seniors in regards to the survey item					
			A	B	C	D	F	N/A
Survey Item	Ability to communicate clearly and effectively	2008	5.2%	27.4%	45.2%	19.3%	2.2%	0.7%
		2012	3.2%	31.2%	37.6%	16.0%	1.6%	10.4%
		2013	6.2%	37.0%	39.5%	9.9%	4.9%	2.5%
	Ability to use various media to transmit and process information	2008	11.9%	43.0%	29.5%	8.1%	0.7%	6.7%
		2012	21.6%	40.8%	16.0%	5.6%	0%	16%
		2013	15.9%	45.1%	25.6%	6.1%	1.2%	3.7%
	Ability to communicate effectively and clearly using conventions appropriate to the students' disciplines	2013	7.4%	34.6%	44.4%	8.6%	1.2%	3.7%

In 2008, over 70% of faculty surveyed rated students at a "C" or higher in the abilities to communicate in writing and to use media to transmit information. Faculty gave higher ratings on use of media than to ability to communicate in writing. The 2012 results are similar for the communication item, but even higher for the use of media (over 88% gave a "C" or higher). In 2013, faculty continued to perceive overall achievement at the "C" or higher level at about the same rate, though with higher levels at "B" and "C" than "A." The 2013 survey also included a new item targeted perception of student communication abilities within the discipline; while the majority are still rating students at "C" or above, the largest percentage was at the "C" level.

The collected set of assessments of the communications competency indicate that, while UHD students have improved over the course of the assessment period, there is still room for improvement. Therefore, in 2013, the UHD General Education Committee in 2013, after review of many of these findings regarding the communication competency, recommended to the faculty that UHD recommit to the upper-division writing course requirement (2 "W" courses) and develop more cohesive processes and expectations for those courses. The faculty are currently discussing all components of general education to determine how best to address these findings as well as those from other competencies.

Cross References

Core Requirement 2.7.3

Comprehensive Standard 3.3.1.1

Federal Requirement 4.1

Sources

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3.5.2

Institutional Credits for a Degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) requires that a minimum of 25 percent of the credit hours for the baccalaureate degree be earned through instruction offered by UHD. UHD's [PS 03.A.06 Graduation and Commencement Policy](#) establishes this requirement in its "Residency" clause:

Twenty-five percent (25%) of the semester credit hours of course work toward the degree must be taken at UHD. Thirty semester credit hours of course work toward the degree must be taken at UHD. At least 18 hours must be in the upper division. (§3.1.3)

The policy is published with the other UHD Policy Statements on the UHD website, and it is disclosed to students in the [UHD Undergraduate Catalog \(50\)](#).

Responsibility for Enforcing the Policy

Part of the responsibility for enforcing PS 03.A.06's residency requirement falls upon academic advisors, who work with students to create degree plans and to determine which courses are needed to fulfill it. In addition, the associate deans of the colleges serve as the deans' designees in certifying degree candidates for graduation. The associate deans oversee academic advising in their respective colleges, and, until Fall 2014, they were responsible for certifying graduation applications by verifying transcripts when the Registrar's Office assumed that responsibility.

Table 1 below shows the data prepared by the Office of Institutional Research on graduates' minimum hours and maximum hours earned through instruction at UHD Fall 2013-Summer 2015. The table reveals that in this two-year period, all programs degree programs met or exceeded the 25 percent requirement.







Fall 2013 - Summer 2015 graduates						
UG/GR	College	Dept.	Degree	Program Name	Minimum SCH taken at UHD	SCH required for program
					#	%
UG BU	FAES	BBA	BBA	Accounting	30	25%
UG BU	FAES	BBA	BBA	Computer Information Systems	33	28%
UG BU	FAES	BBA	BBA	Enterprise Information Systems	30	25%
UG BU	FAES	BBA	BBA	Finance	30	25%
UG BU	FAES	BBA	BBA	International Business	30	25%
UG BU	MVBA	BBA	BBA	General Business	30	25%
UG BU	MVBA	BBA	BBA	Insurance and Risk Management	30	25%
UG BU	MVBA	BBA	BBA	Management	33	28%
UG BU	MVBA	BBA	BBA	Marketing	33	28%
UG BU	MVBA	BBA	BBA	Supply Chain Management	33	28%
UG HS	AW	BA	BA	Communication Studies	33	28%
UG HS	AW	BA	BA	Fine Arts	30	25%
UG HS	AW	BA	BA	Humanities	36	30%
UG HS	AW	BA	BA	Spanish	33	28%
UG HS	ENIG	BA	BA	English	30	25%
UG HS	ENIG	BS	BS	Professional Writing	33	28%
UG HS	BOS	BA	BA	History	33	28%
UG HS	BOS	BA	BA	Philosophy	33	28%
UG HS	BOS	BS	BS	Political Science	30	25%
UG HS	BOS	BS	BS	Psychology	30	25%
UG HS	BOS	BA	BA	Social Sciences	33	28%
UG HS	BOS	BS	BS	Social Sciences	42	35%
UG HS	BOS	BS	BS	Sociology	30	25%
UG PS	CJ	BS	BS	Criminal Justice	30	25%
UG PS	CJ	BAAS	BAAS	Criminal Justice	30	25%
UG PS	CJ	BSW	BSW	Social Work	31	26%
UG PS	IE	BA	BA	Interdisciplinary Studies (Education)	34	28%
UG ST	CSET	BS	BS	Computer Science	33	28%
UG ST	CSET	BSET	BSET	Control and Instrumentation Engineering Technology	31	26%
UG ST	CSET	BSET	BSET	Fine Protection Engineering Technology	33	28%
UG ST	CSET	BAAS	BAAS	Safety Management	33	28%
UG ST	CSET	BSET	BSET	Structure Analysis and Design	33	28%
UG ST	MS	BS	BS	Applied Mathematics	33	28%
UG ST	MS	BS	BS	Applied Statistics	40	33%
UG ST	MS	BA	BA	Mathematics (BA)	43	36%
UG ST	MS	BS	BS	Mathematics (BS)	38	32%
UG ST	SCI	BS	BS	Biological and Physical Sciences	48	40%
UG ST	SCI	BS	BS	Biology	32	27%
UG ST	SCI	BS	BS	Biochemistry	48	40%
UG ST	SCI	BS	BS	Chemistry	30	25%
UG ST	SCI	BS	BS	Geosciences	39	32%
UG ST	SCI	BS	BS	Industrial Chemistry	37	31%
UG ST	SCI	BS	BS	Microbiology	33	28%
UG UC	IFAD	BAAS	BAAS	Applied Administration	33	28%
UG UC	UC	BS	BS	Interdisciplinary Studies	30	25%
GR BU	BU	MBA	MBA	Master of Business Administration	30	25%
GR BU	BU	MBA	MBA	Security Management For Executives	33	28%
GR BU	BU	CERT	CERT	MBA Certificate	16	100%
GR HS	ENIG	MS	MS	Professional Writing & Technical Communication	27	22%
GR HS	ENIG	MS	MS	Technical Communication	30	25%
GR HS	BOS	MA	MA	Non-Profit Management	36	30%
GR PS	CJ	MS	MS	Criminal Justice	30	25%
GR PS	IE	MAT	MAT	Curriculum and Instruction	33	28%
GR PS	IE	MAT	MAT	Elementary and Secondary Education	33	28%

Table 1: UHD Hours Taken by Graduates Fall 2013-Summer 2015, showing the minimum hours and maximum UHD hours earned by graduates by program. An Excel version of this table is also linked to this document.

Implementation of CAPP to Reduce Error

In May 2014, UHD fully implemented the Curriculum, Advising, and Program Planning automated system (or CAPP), which greatly reduces the chance of human error in calculating credit hours, GPAs, and course applicability (CAPP webpage). Until Fall 2014, the advising process was conducted in part using the Banner student record system and in part by hand. As the [Deans' Council minutes of March 2014](#) show, the implementation of CAPP coincided with the Registrar's take-over the graduation-application and degree-certification processes, adopting a model that is more typical of universities today. The [CAPP webpage](#) provides a brief description of the system, which provides advisors greater efficiency and accuracy. The system also empowers students to conduct their own degree audits and potentially forestall last-minute disasters on the degree path for self-advising students.

Sources

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3.5.3

Undergraduate Program Requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) publishes requirements for all its undergraduate programs. The product of faculty-driven curriculum processes, these requirements conform to the commonly accepted standards and practices for such degree programs.

Publication of Requirements

UHD publishes its undergraduate admissions policies and procedures in the *UHD Undergraduate Catalog (23-28)* and online as a link to the *Admissions website*. General education program requirements, including those for the Texas Common Core, are published in the *Undergraduate Catalog (53-55)*. The University also publishes requirements for the *Common Core on its website*, via links to the *Academic Advising webpage*. The degree requirements for each undergraduate degree program are defined and published in the *UHD Undergraduate Catalog* in the section entitled *"Undergraduate Academic Programs" (53-191)* and are also published on individual program websites and in departmental handouts and brochures for current and prospective students. (The *BS in Biology* and the *BA in Fine Arts program* webpages are included in the supporting documents as examples.) In addition, program requirements are available through the advising offices as well as through the University's Curriculum, Advising, and Program Planning automated system (CAPP), which was implemented in May 2014 (*CAPP webpage*). CAPP is available to enrolled students 24/7 through the "My Degree Evaluation" link in *Student eServices* on the UHD website, as shown in Figure 1.



Figure 1: Student eServices "My Degree Evaluation" link to CAPP

The *UHD Undergraduate Catalog* is published online and in print, with printed copies available from the Registrar's and Provost's offices. The catalog is updated annually by personnel in the Division of Academic and Student of Affairs, who make the changes indicated by chairs and program directors. Chairs and program administrators work directly with their College Web technicians to update individual website pages as needed.

Conformity of Program Requirements to Accepted Standards and Practices

The rigorous curriculum development process codified in *UHD PS 03.A.12 Changes to Curricula, Courses, and Program Inventory* ensures that all undergraduate programs, including the general education program, adhere to the accepted standards and practices for such programs. Faculty who are experts in the appropriate discipline propose and define new programs and program changes. As part of the proposal process, these disciplinary faculty must examine other accredited programs and analyze institutional and community needs in relation to UHD's mission. The new program proposals must gain the approval of the majority of the department's faculty, the department chair, and the college dean before the University Curriculum Committee reviews them. The University Curriculum Committee reviews the proposed outcomes, curriculum map, and individual course syllabi to ensure that the program content is appropriate and conforms to University policies and accepted standards. After the University Curriculum Committee approves the program proposal, the Provost and the President must also approve it before it is presented at the UH System.

Once the undergraduate programs receive the university-level approval, they must be approved by the University of Houston System (UHS) Provost, the UHS Provosts' Council (comprised of the Provosts of all the UHS component universities), and the UHS Board of Regents. Finally, the Board of Regents forwards the proposals to the Texas Higher Education Coordinating Board, which authorizes the programs when they have met the conditions of *Texas Administrative Code §5.44* and *§5.45* regarding criteria and approval processes for new baccalaureate and master's degree programs. A program may also require SACSCOC approval if it constitutes a substantive change, which SACSCOC defines as "a significant modification or expansion of the nature and scope of an accredited institution" (*SACSCOC 1*). This extensive process, described at length in *Comprehensive Standard 3.4.1*, ensures that programs meet the disciplinary, institutional, state, and national expectations for such a course of study.

New courses must be proposed by faculty members through the *Curriculum Workflow-Course Inventory Review (CIR)*, an electronic system available on the *Faculty eServices webpage*. This system automatically forwards the course proposal to the various levels of review: departmental curriculum committee, department chair, dean, University Curriculum Committee, and Provost. Throughout this process, the reviewers make sure that the proposed courses have appropriate outcomes and levels of rigor, and that they are appropriately mapped to their respective general-education or degree-program curricula.

The ongoing assessment of programs required by UHD's *PS 03.A.31* ensures that programs continue to fulfill their initial promise. The policy requires faculty to define and measure program learning outcomes, implement a program assessment plan, and use the data generated to make improvements to the programs. Faculty oversight ensures that programs remain consistent with the current state of knowledge and best practices in the field.

Moreover, in addition to the UHD's accreditation by SACSCOC, many of the programs have separate accreditations from disciplinary bodies who require the programs to meet their own stringent requirements:

- All the baccalaureate and master's degree programs offered by the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB)
- The BS in Control and Instrumentation Engineering Technology, BS Fire Protection Engineering Technology, and BS in Structural Analysis and Design are accredited by Accreditation Board for Engineering and Technology (ABET).
- The BS in Chemistry program is approved by the American Chemical Society (ACS).
- The College of Public Service's Bachelor of Social Work program is accredited by Council on Social Work Education (CSWE).
- The programs leading to certification in the Urban Education department are accredited by Texas Education Association (TEA).

Both internal and external assessment processes lead degree programs to make the necessary changes to maintain appropriate disciplinary, professional, and academic standards.

General Education and the Common Core

UHD's General Education program currently consists of three parts: the State's 42-hour Common Core curriculum, post-Core application courses focusing on writing skills (the W course) and nonverbal analytical reasoning (the S course), and post-Core enhancement courses emphasizing ethical issues and membership in a global community (*UHD Undergraduate Catalog*, 53-55). However, the Common Core forms the heart of the University's General Education program. As a state-supported public institution, UHD is required by statute to include in its curriculum the State's 42-hour Common Core, which students can transfer to any state-supported higher education institution in Texas. In 2011, the Texas Higher Education Coordinating Board identified new learning objectives to be met in the Texas Common Core and tasked all state-supported institutions to revise their core curriculum to conform to the new Texas Core requirements. Significantly, the Coordinating Board derived principles for the new state Core from SACSCOC principles and the Association of American Colleges and Universities (AAC&U) guidelines, insuring that Core's consistency with national standards ("Revising the State Core" 6-9). In 2012 and 2013, the UHD faculty undertook this revision process and developed a new core curriculum that met the Coordinating Board's new criteria and outcomes. (This process is described more fully in *Comprehensive Standard 3.4.10 Responsibility for the Curriculum*.) The Coordinating Board subsequently approved UHD's revised core curriculum, which was implemented in Fall 2014. The assessment plan for the new core uses rubrics that UHD faculty adapted from AAC&U rubrics, further aligning the program with commonly accepted practices.

Online and Offsite Programs and Courses























UHD faculty also assumes primary responsibility for online and offsite programs and courses, and these are held to the same standards as UHD's more traditional offerings. Referring to *PS 03.A.12 Changes to Curricula*, UHD's *Online Education Policy PS 03.A.37* stipulates that all programs and courses must be developed and assessed through the same processes no matter the modality (§3.3.2, §3.4). Further, §3.3.4 of the Online Education Policy stipulates separate assessment of online versions of programs when online enrollments exceed a certain threshold.

UHD provides information about online programs in the *Undergraduate Catalog* (19-20) and on its *Online Education webpage*, and provides information about its offsite programs and courses in the *Catalog* (16-19) and on its *Off-Campus Locations webpage*.

Cross References

[Core Requirement 2.7.2](#)
[Core Requirement 2.7.3](#)
[Comprehensive Standard 3.5.1](#)
[Federal Requirement 4.2](#)
[Federal Requirement 4.4](#)

Sources

-  [2014_2015_Graduate_UHD_Catalog_Full](#)
-  [2014_2015_Undergraduate_UHD_Catalog_Full](#)
-  [Academic_Advising_Center_UHD](#)
-  [BA Fine Arts _UHD](#)
-  [Bachelor of Sciences in Biology _UHD](#)
-  [CAPP webpage _UHD](#)
-  [CIR_Swimlane](#)
-  [General Education Core _UHD](#)
-  [Off Campus _UHD](#)
-  [Online webpage_UHD](#)
-  [PS03A12 Changes to Curricula, Courses and Program Inventory](#)
-  [PS03A31 Assessment of Educational Programs](#)
-  [PS03A37 Online_Education_Policy](#)
-  [SACSCOC_Substantive_Change_Policy_Statement](#)
-  [TAC_Title_19_5-44](#)
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-  [THECB, Revising the State Core Curriculum](#)
-  [UHD_Online_UHD](#)
-  [admissions _UHD](#)
-  [admissions_criteria](#)
-  [eservices_fac_UHD](#)
-  [eservices_student_UHD](#)

3.5.4

Terminal Degrees of Faculty

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

At least 25 percent of the course hours in each undergraduate major at University of Houston Downtown (UHD) are taught by faculty members holding an appropriate terminal degree. UHD ensures the quality of all programs and hires qualified faculty to provide instruction. In Fall 2014 and Spring 2015, the University-wide percentage of semester credit hours covered by terminally degreed faculty was 67% and 68% respectively, and the overwhelming majority of programs far exceed the 25% terminal degree minimum. Tables 1 through 4, appearing at the end of this narrative, demonstrate this fact for Fall 2014 and Spring 2015, with semester credit hours disaggregated by program, modality, and location. An additional table breaking down terminal degree coverage by individual instructor is available in the Supporting Documents.

Methodology for Determining Terminal-Degree Rates

UHD calculated coverage based on semester credit hours to provide insight into how many students are receiving instruction from full-time faculty.

The methodology that the Office of Institutional Research used in responding to this standard was to assign courses to a primary academic program based on the rubric (subject) of the course. For most areas, this relationship is one-on-one (i.e. rubric HIST supports the History program), but in other cases, several rubrics were combined as supporting a given academic program. Professional Writing and English share one rubric (ENG), so for these two programs, the courses in the rubric were split into the two programs based on the course number. All undergraduate credit hours taught in that rubric area are included. Rubrics that not associated with an undergraduate degree program were excluded.

Using this methodology resulted in two groups of programs not showing any assigned faculty: interdisciplinary programs and programs that have been discontinued.

Interdisciplinary Programs: UHD has several interdisciplinary programs in which each student selects a unique set of courses to meet the degree requirements based upon his/her goals and interests. Each interdisciplinary program has a faculty director or coordinator, but no faculty have an academic appointment in the program. These programs are Biotechnology, Biological and Physical Sciences, International Business, and Interdisciplinary Studies (BSIS).

Sunset Programs: Applied Physics, Industrial Chemistry, and Fire Protection Engineering Technology programs are not accepting majors and are in the final stages of teaching out existing majors. Applied Physics has no remaining students, and the Applied Physics major has then been removed from the catalog (students may still minor in Applied physics). Industrial Chemistry has been sunset as a major and is now a concentration option in the BS-Chemistry program. The Fire Protection Engineering Technology program has 15 remaining majors and degrees will not be awarded for this major beyond May 31, 2016.

Given the mission of the University, programs offered at UHD are often more applied in nature. In applied programs, some of the courses require hiring adjunct instructors who not only have the appropriate credentials in terms of education, licensure, and certifications, but also have the expertise and industry/business experience that reflects the needs and meets the expectations of potential employers in the field. For example, the degree programs in Urban Education and Social Work are required to hire field supervisors and often must meet very specific ratios of credentialed supervisors to students. This requirement increases the ratio of part-time coverage in those departments. Similarly, the College of Business follows the practice of most business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) by hiring business executives to teach some of its courses, bringing an essential element of industry and business expertise to its "reality-based" programs.

There are only four instances in which UHD failed to meet the 25% minimum: the BS in Safety Management at the downtown campus, Accounting and Finance programs at Northwest location in Fall 2014, and EIS at the Northwest campus in Spring 2015. These programs were staffed with faculty who lacked the terminal degree but had other mitigating qualifications.

Explanations of Credentials and Scheduling Issues

Finance and Accounting Programs at UHD Northwest

Table 3 shows that the UHD programs for Accounting and Finance at UHD Northwest in Fall 2014 fell short of the 25% rate for terminally degreed faculty, Accounting with 14% and Finance with 12%. A combination of factors resulted in the programs falling below the minimum. First, the College of Business calculated its coverage based by course sections rather than by credit hours, as it had done for its recent Association to Advance Collegiate Schools of Business (AACSB) accreditation. Second, in the Finance program, the Chair of the FAEIS Department scheduled Peter Ren for several finance courses at UHD Northwest, and at that time, Dr. Ren had already completed the requirements for his PhD, including successfully defending his thesis in June 2014. However, Dr. Ren's PhD institution, University of North Texas, only confers degrees once a year, a common practice at many institutions. As a result of this lag between degree-completion and degree-conferral, there was a discrepancy between the Department's recognition of Dr. Ren's having completed all PhD degree requirements and the Employment Services Operations' ability to code him as terminally degreed until University of North Texas officially conferred the PhD in Spring 2015. If Dr. Ren had been included in the count of faculty with terminal degrees, 100% of the Finance courses would have been taught by terminally degreed faculty at UHD Northwest.

As Table 4 illustrates, both the Accounting and Finance programs exceeded the 25% coverage of student-credit-hours by terminally degreed faculty in Spring 2015. The College of Business recognized the deficiency in terminal-degree coverage and made adjustments in faculty scheduling at UHD Northwest in Spring. The College has also hired two additional PhDs to teach in the Accounting Program beginning Fall 2015, providing further assurance that the program will exceed the minimum requirements.

Enterprise Information Systems at UHD Northwest

In Spring 2015, as shown in Table 4, the Enterprise Information Systems (EIS) at UHD Northwest fell to 20%. This situation was due to the College of Business using of sections covered rather than student credit hours covered as the basis for scheduling decisions; two of the seven EIS courses offered at UHD Northwest were taught by terminally degreed faculty, resulting in a 28.7% of sections covered by terminally degreed faculty. However, that same ratio did not hold for semester credit hours because enrollments varied from section to section. Table 3 shows that the same EIS program had a terminal degree rate of 83% the previous semester in Fall 2014. The fact that coverage was so robust in the Fall semester demonstrates that the program does not lack terminally degree faculty; rather, the problem resulted from applying a different measure for determining coverage. The College of Business now makes coverage decisions based both the number of sections covered and the number of student credit hours covered.

BAAS of Safety Management at UHD

As shown in Table 1 and Table 2, the Bachelor of Applied Arts and Sciences (BAAS) in Safety Management had no courses in the major taught by terminally degreed faculty in Fall 2014 or in Spring 2015. The BAAS in Safety Management is an applied degree intended for working adults who hold an AAS degree awarded by community or junior colleges and seek to complete a baccalaureate degree in the field. It is also a niche program that meets an acute need for safety management personnel in industry, especially in Houston's thriving energy industry. UHD's Safety Management program was conceived and initially lead by Dr. Alberto Gomez-Rivas, a tenured faculty member with a PhD in Engineering and expertise in the safety field. The specialized nature of the degree demands the knowledge of industry experts and practitioners. Subsequent to Dr. Gomez-Rivas' retirement, UHD's Department of Computer Science and Engineering Technology has employed well qualified safety management experts based on work experience and/or safety management-related certifications who can bring the specialized knowledge that the industry demands of graduates.

UHD recognizes that a program in safety management at the baccalaureate level has significant interest for the Houston energy industry, and the Engineering Technology program has been working to meet it with appropriate academic rigor in the discipline. In fact, the program has hired faculty with significant work experience and master's degrees in related fields to provide the appropriate rigor. Mr. Albert Condello is an experienced safety management expert with impressive credentials, including certifications from the Board of Certified Safety Officials and related work experience with OSHA, among others. He is currently in the process of completing a PhD in Safety Sciences. Mr. Edward Sheinberg is an Associate Professor who has over 30 years of teaching experience at UHD in several areas of engineering technology, including fire protection, structural analysis, and safety management. Professor Sheinberg has received numerous awards for his contributions to the engineering field, including several from NASA. At the time of his hiring in the 1970s, the ME and MME were considered terminal degrees.

Robust Terminal-Degree Coverage of Online Courses

UHD has made it a priority to provide high-quality online programs and to ensure that students in them are given an equal means to thrive academically. As shown in **Table 1** and **Table 2**, all online programs exceed the 25% minimum coverage requirement by a healthy margin Fall 2014 and Spring 2015, with several online programs such as Finance and Professional Writing achieving 100% coverage by terminally degreed faculty.

Fall 2014 SCHs
By Program and by Faculty Degree (Terminal vs. Non-terminal)

Delivery Mode	College	Undergraduate Program	Terminal degree	Non-terminal degree	Total	% taught by those with terminal degree	Notes
Face to Face	BU	ACC - Accounting	1,683	3,813	5,496	30.63%	
Face to Face	BU	EIS - Enterprise Information Systems	1,149	1,310	2,459	46.53%	*
Face to Face	BU	FINA - Finance	1,560	387	1,947	80.13%	
Face to Face	BU	GBUS - General Business	2,304	3,791	6,095	41.23%	
Face to Face	BU	IRM - Insurance and Risk Management	27	0	27	100.0%	
Face to Face	BU	MGT - Management	2,127	823	2,950	72.1%	
Face to Face	BU	MKT - Marketing	1,107	771	1,878	58.9%	
Face to Face	BU	SCM - Supply Chain Management	324	72	396	81.8%	
Face to Face	HS	COMM - Communication Studies	1,937	2,949	4,886	39.6%	
Face to Face	HS	ENG - English	4,669	2,727	7,396	63.1%	
Face to Face	HS	FINEARTS - Fine Arts	2,654	1,150	3,804	69.7%	
Face to Face	HS	HIST - History	3,447	1,615	5,062	68.3%	
Face to Face	HS	PHIL - Philosophy	2,040	103	2,143	95.1%	
Face to Face	HS	POLS - Political Science	3,198	1,441	4,641	68.9%	
Face to Face	HS	PSY - Psychology	4,200	981	5,181	81.1%	
Face to Face	HS	PW - Professional Writing	1,201	354	1,555	77.3%	
Face to Face	HS	SOC - Sociology	1,233	1,856	3,089	53.9%	
Face to Face	HS	SOS - Social Sciences	396	276	672	58.9%	
Face to Face	HS	SPAN - Spanish	1,215	167	1,402	86.5%	
Face to Face	PS	CI - Criminal Justice	2,280	1,020	3,300	69.1%	
Face to Face	PS	ISAE - Interdisciplinary Studies (Education)	5,677	1,531	7,208	78.5%	
Face to Face	PS	SOCW - Social Work	328	429	757	43.1%	
Face to Face	ST	ASTA - Applied Statistics	1,299	591	1,890	68.7%	
Face to Face	ST	BIOB - Biology	3,594	1,696	5,290	68.0%	
Face to Face	ST	CHE - Chemistry	3,383	0	3,383	100.0%	
Face to Face	ST	CET - Control and Instrumentation Engineering Technology	792	0	792	100.0%	
Face to Face	ST	CS - Computer Science	1,432	703	2,135	66.7%	
Face to Face	ST	GEOS - Geosciences	897	432	1,329	66.5%	
Face to Face	ST	MATH - Mathematics	2,435	5,411	7,846	30.9%	**
Face to Face	ST	SAD - Structural Analysis and Design	333	222	555	60.0%	
Face to Face	ST	SAFE - Safety Management	0	1,352	1,352	0.0%	
Online	BU	EIS - Enterprise Information Systems	1,041	304	1,345	63.7%	*
Online	BU	FINA - Finance	1,089	0	1,089	100.0%	
Online	BU	GBUS - General Business	1,726	934	2,660	64.9%	
Online	BU	IRM - Insurance and Risk Management	121	141	262	46.6%	
Online	BU	MGT - Management	831	396	1,227	67.7%	
Online	BU	MKT - Marketing	447	549	996	44.9%	
Online	BU	SCM - Supply Chain Management	340	0	340	100.0%	
Online	HS	HUMA - Humanities	892	0	892	100.0%	
Online	HS	PSY - Psychology	2,568	405	2,973	86.4%	
Online	HS	PW - Professional Writing	765	0	765	100.0%	
Online	PS	CI - Criminal Justice	2,380	1,632	4,012	59.4%	
Online	UC	AA - Applied Administration	948	96	1,044	90.8%	

Table 1: Fall 2014 SCHs by Program, Modality, & Degree-Status of Instructor

Source: Institutional Research. (PDFs are included in the Supporting Documents)

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

Spring 2015 SCHs
By Program and by Faculty Degree (Terminal vs. Non-terminal)

Delivery Mode	College	Undergraduate Program	Terminal degree	Non-terminal degree	Total	% taught by those with terminal degree	Notes
Face to Face	BU	ACC - Accounting	2,030	3,204	5,234	38.9%	
Face to Face	BU	EIS - Enterprise Information Systems	1,024	984	2,008	51.0%	*
Face to Face	BU	FINA - Finance	1,375	492	1,867	73.7%	
Face to Face	BU	GBUS - General Business	2,463	3,961	6,424	38.3%	
Face to Face	BU	IRM - Insurance and Risk Management	0	0	0	100.0%	
Face to Face	BU	MGT - Management	1,419	816	2,235	63.5%	
Face to Face	BU	MKT - Marketing	1,464	363	1,827	80.1%	
Face to Face	BU	SCM - Supply Chain Management	803	408	1,211	66.3%	
Face to Face	HS	COMM - Communication Studies	1,695	2,556	4,251	39.9%	
Face to Face	HS	ENG - English	5,241	2,136	7,377	71.0%	
Face to Face	HS	FINEARTS - Fine Arts	2,081	1,062	3,143	66.2%	
Face to Face	HS	HIST - History	3,083	1,142	4,225	72.9%	
Face to Face	HS	HUMA - Humanities	27	0	27	100.0%	
Face to Face	HS	PHIL - Philosophy	1,770	412	2,182	80.4%	
Face to Face	HS	POLS - Political Science	3,013	870	3,883	77.6%	
Face to Face	HS	PSY - Psychology	3,159	1,131	4,290	73.6%	
Face to Face	HS	PW - Professional Writing	798	378	1,176	67.9%	
Face to Face	HS	SOC - Sociology	1,782	387	2,169	82.1%	
Face to Face	HS	SOS - Social Sciences	364	168	532	68.3%	
Face to Face	HS	SPAN - Spanish	1,056	64	1,120	94.3%	
Face to Face	PS	CI - Criminal Justice	2,523	798	3,321	76.0%	
Face to Face	PS	ISAE - Interdisciplinary Studies (Education)	4,428	2,287	6,715	65.9%	
Face to Face	PS	SOCW - Social Work	291	621	912	31.8%	
Face to Face	ST	ASTA - Applied Statistics	873	694	1,567	55.6%	
Face to Face	ST	BIOB - Biology	4,453	644	5,097	87.4%	
Face to Face	ST	CHE - Chemistry	3,365	0	3,365	100.0%	
Face to Face	ST	CET - Control and Instrumentation Engineering Technology	606	0	606	100.0%	
Face to Face	ST	CS - Computer Science	1,288	1,278	2,566	50.0%	
Face to Face	ST	GEOS - Geosciences	1,187	394	1,581	75.0%	
Face to Face	ST	MATH - Mathematics	6,238	4,224	10,462	59.6%	**
Face to Face	ST	SAD - Structural Analysis and Design	279	193	474	58.9%	
Face to Face	ST	SAFE - Safety Management	0	870	870	0.0%	
Online	BU	EIS - Enterprise Information Systems	636	588	1,224	51.9%	*
Online	BU	FINA - Finance	1,287	0	1,287	100.0%	
Online	BU	GBUS - General Business	1,695	972	2,667	63.6%	
Online	BU	IRM - Insurance and Risk Management	114	73	187	61.0%	
Online	BU	MGT - Management	990	288	1,278	77.5%	
Online	BU	MKT - Marketing	373	483	856	43.5%	
Online	BU	SCM - Supply Chain Management	364	228	592	61.5%	
Online	HS	HUMA - Humanities	717	0	717	100.0%	
Online	HS	PSY - Psychology	2,794	369	3,163	88.0%	
Online	HS	PW - Professional Writing	918	0	918	100.0%	
Online	PS	CI - Criminal Justice	2,562	1,203	3,765	68.0%	
Online	UC	AA - Applied Administration	840	191	1,031	81.4%	

Table 2: Spring 2015 SCHs by Program, Modality, & Degree-Status of Instructor

Source: Institutional Research. (PDFs are included in the Supporting Documents)

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name.

**Math includes Applied Math.

Fall 2014 Face-to-Face SCH Count
By Program, Faculty (Terminal vs. Non-Terminal), and Location

Location	College	Undergraduate Program	Terminal degree	Net terminal degree	Total	% taught by those with terminal degree	Index
Downtown	BU	ACC - Accounting	1833	9420	30493	6%	*
Downtown	BU	EIS - Enterprise Information Systems	1064	1299	2363	45%	*
Downtown	BU	FINA - Finance	1527	150	1677	91%	
Downtown	BU	GBUS - General Business	1929	3971	4900	40%	
Downtown	BU	HMU - Insurance and Risk Management	27	0	27	100%	
Downtown	BU	MGT - Management	1821	645	2466	74%	
Downtown	BU	MKT - Marketing	867	726	1593	54%	
Downtown	BU	SCM - Supply Chain Management	285	72	357	80%	
Downtown	HS	COMM - Communication Studies	1292	2091	3383	38%	
Downtown	HS	ENGL - English	6547	2653	9200	71%	
Downtown	HS	FA - Fine Arts	2465	1192	3657	67%	
Downtown	HS	HIST - History	3447	1575	5022	69%	
Downtown	HS	PHIL - Philosophy	2040	129	2169	94%	
Downtown	HS	POLS - Political Science	3154	1444	4599	69%	
Downtown	HS	PSY - Psychology	4137	301	5138	81%	
Downtown	HS	PROF - Professional Writing	1203	364	1567	77%	
Downtown	HS	SOC - Sociology	1291	1054	2345	55%	
Downtown	HS	SOC - Social Sciences	396	276	672	59%	
Downtown	HS	SPAN - Spanish	1226	167	1402	88%	
Downtown	PS	CI - Criminal Justice	2187	339	2526	87%	
Downtown	PS	ISAE - Interdisciplinary Studies (Education)	3877	526	4402	88%	
Downtown	PS	SOCW - Social Work	326	429	755	43%	
Downtown	ST	ASTM - Applied Statistics	1279	379	1658	77%	
Downtown	ST	BIOB - Biology	5021	3765	8786	57%	
Downtown	ST	CHE - Chemistry	3983	0	3983	100%	
Downtown	ST	CJET - Control and Instrumentation Engineering Technology	792	0	792	100%	
Downtown	ST	CS - Computer Science	1412	205	1617	87%	
Downtown	ST	GEOS - Geosciences	877	452	1329	66%	
Downtown	ST	MATH - Mathematics	7296	5371	12667	58%	**
Downtown	ST	SAD - Structural Analysis and Design	389	222	611	64%	
Downtown	ST	SAFE - Safety Management	0	1826	1826	100%	
Lone Star College - Atascocita Center	BU	GBUS - General Business	42	48	90	47%	***
Lone Star College - Atascocita Center	BU	MGT - Management	24	0	24	100%	****
Lone Star College - Cyfar	PS	ISAE - Interdisciplinary Studies (Education)	183	30	213	86%	
Lone Star College - Kingwood	PS	ISAE - Interdisciplinary Studies (Education)	491	186	677	73%	
LHD North West	BU	ACC - Accounting	59	390	449	14%	
LHD North West	BU	EIS - Enterprise Information Systems	103	21	124	83%	*
LHD North West	BU	FINA - Finance	18	237	255	7%	
LHD North West	BU	GBUS - General Business	383	372	755	51%	
LHD North West	BU	MGT - Management	282	177	459	61%	
LHD North West	BU	MKT - Marketing	138	45	183	76%	
LHD North West	PS	CI - Criminal Justice	89	81	170	53%	
LHD North West	PS	ISAE - Interdisciplinary Studies (Education)	819	327	1146	72%	**
LHD North West	ST	MATH - Mathematics	141	60	201	70%	**

Table 3: Fall 2014 Face-to-Face SCHs by Program & Instructor Degree, Disaggregated by Location
Source: Institutional Research. (PDFs are included in the Supporting Documents)
Face-to-Face also includes hybrid courses and a very small number of synchronous I-TV courses.

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

*** Lone Star College-Atascocita Center will close and its programs will merge with those at LSC-Kingwood as of Fall 2015.

**** Management Courses at LSC-Atascocita support the baccalaureate General Business program.

Spring 2015 Face-to-Face SCH Count
By Program, Faculty (Terminal vs. Non-Terminal), and Location

Location	College	Undergraduate Program	Terminal degree	Net terminal degree	Total	% taught by those with terminal degree	Index
Downtown	BU	ACC - Accounting	1833	9420	30493	6%	*
Downtown	BU	EIS - Enterprise Information Systems	1064	1299	2363	45%	*
Downtown	BU	FINA - Finance	1527	150	1677	91%	
Downtown	BU	GBUS - General Business	1929	3971	4900	40%	
Downtown	BU	HMU - Insurance and Risk Management	27	0	27	100%	
Downtown	BU	MGT - Management	1821	645	2466	74%	
Downtown	BU	MKT - Marketing	867	726	1593	54%	
Downtown	BU	SCM - Supply Chain Management	285	72	357	80%	
Downtown	HS	COMM - Communication Studies	1292	2091	3383	38%	
Downtown	HS	ENGL - English	6547	2653	9200	71%	
Downtown	HS	FA - Fine Arts	2465	1192	3657	67%	
Downtown	HS	HIST - History	3447	1575	5022	69%	
Downtown	HS	PHIL - Philosophy	2040	129	2169	94%	
Downtown	HS	POLS - Political Science	3154	1444	4599	69%	
Downtown	HS	PSY - Psychology	4137	301	5138	81%	
Downtown	HS	PROF - Professional Writing	1203	364	1567	77%	
Downtown	HS	SOC - Sociology	1291	1054	2345	55%	
Downtown	HS	SOC - Social Sciences	396	276	672	59%	
Downtown	HS	SPAN - Spanish	1226	167	1402	88%	
Downtown	PS	CI - Criminal Justice	2187	339	2526	87%	
Downtown	PS	ISAE - Interdisciplinary Studies (Education)	3877	526	4402	88%	
Downtown	PS	SOCW - Social Work	326	429	755	43%	
Downtown	ST	ASTM - Applied Statistics	1279	379	1658	77%	
Downtown	ST	BIOB - Biology	5021	3765	8786	57%	
Downtown	ST	CHE - Chemistry	3983	0	3983	100%	
Downtown	ST	CJET - Control and Instrumentation Engineering Technology	792	0	792	100%	
Downtown	ST	CS - Computer Science	1412	205	1617	87%	
Downtown	ST	GEOS - Geosciences	877	452	1329	66%	
Downtown	ST	MATH - Mathematics	7296	5371	12667	58%	**
Downtown	ST	SAD - Structural Analysis and Design	389	222	611	64%	
Downtown	ST	SAFE - Safety Management	0	1826	1826	100%	
Lone Star College - Atascocita Center	BU	GBUS - General Business	42	48	90	47%	***
Lone Star College - Atascocita Center	BU	MGT - Management	24	0	24	100%	****
Lone Star College - Cyfar	PS	ISAE - Interdisciplinary Studies (Education)	183	30	213	86%	
Lone Star College - Kingwood	PS	ISAE - Interdisciplinary Studies (Education)	491	186	677	73%	
LHD North West	BU	ACC - Accounting	59	390	449	14%	
LHD North West	BU	EIS - Enterprise Information Systems	103	21	124	83%	*
LHD North West	BU	FINA - Finance	18	237	255	7%	
LHD North West	BU	GBUS - General Business	383	372	755	51%	
LHD North West	BU	MGT - Management	282	177	459	61%	
LHD North West	BU	MKT - Marketing	138	45	183	76%	
LHD North West	PS	CI - Criminal Justice	89	81	170	53%	
LHD North West	PS	ISAE - Interdisciplinary Studies (Education)	819	327	1146	72%	**
LHD North West	ST	MATH - Mathematics	141	60	201	70%	**

Table 4: Spring 2015 Face-to-Face SCHs by Program & Instructor Degree, Disaggregated by Location
Source: Institutional Research. (PDFs are included in the Supporting Documents)
Face-to-Face also includes hybrid courses and a very small number of synchronous I-TV courses.


*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

*** Lone Star College-Atascocita Center will close and its programs will merge with those at LSC-Kingwood as of Fall 2015.

**** Finance Courses at LSC-Atascocita support the baccalaureate General Business program.

Sources

-  Fall_2014_&_Spring_2015_Terminal_Degree_Coverage_by_individual_faculty
-  Table_1:_Terminal_Degree_Coverage_Table_Fall_14
-  Table_2:_Terminal_Degree_Coverage_Table_Sp_15
-  Table_3:_Terminal_Degree_Coverage_Table_Fall_14_by_location
-  Table_4:_Terminal_Degree_Coverage_Table_Sp15_by_location

3.6.1

Post-Baccalaureate Program Rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown's graduate degree programs are progressively more advanced in academic content than its graduate programs, offering sufficient rigor to fulfill the requirements of this standard.

The University of Houston-Downtown (UHD) is authorized by [Texas Education Code §111.92](#) to offer graduate programs. In keeping with its mission to provide "strong academic and career preparation" and to "address the needs and advance the development of the region," UHD currently offers seven master's programs designed to provide students the advanced skills and knowledge needed by professionals in a number of fields:

- Master of Business Administration (MBA)
- Master of Security Management for Executives (MSME)
- Master of Science in Technical Communication (MSTC)
- Master of Art in Rhetoric and Composition (MARC)
- Master of Art in Non-Profit Management (MANPM)
- Master of Science in Criminal Justice (MSCJ)
- Master of Arts in Teaching (MAT)

UHD does not offer any doctoral programs.

Evidence of Rigor

A number of elements demonstrate the rigor and advanced content of UHD's graduate programs, including admissions standards, academic performance standards for enrolled graduate students, a rigorous program development process, a separate course-development and approval process, a major culminating project requirement, mandatory extensive programmatic reviews, and a Graduate Advisory Council to provide oversight and guidance.

Admissions Standards

All eight graduate programs are selective, with admission standards more stringent than those for UHD's baccalaureate programs. Each program has admissions standards appropriate to its field of study and uses a matrix of selection criteria to evaluate applicants. All programs require TOEFL scores from students with degrees from institutions who native language is not English. The MSTC, MARC, MANPM, and MAT all require applicants to submit GRE scores (a requirement that can be waived for applicants to the MANPM, and MAT who exceed an undergraduate GPA threshold or, in the case of the MANPM, have five or more years of experience working in nonprofit organizations). The MBA program requires applicants to submit GMAT scores, which may be waived if the undergraduate GPA exceeds 3.5 on a 4-point scale, if they hold another advanced degree, or if they have taken GRE, LSAT, or MCAT in the last six months. All programs require letters of recommendation from referees who are familiar with the applicant's potential and achievements. The MSME program also requires that applicants have at least three years of experience in a paid managerial or supervisory position. The admissions and graduation requirements for each program are summarized in the table entitled "[Entrance and Graduation Requirements for UHD Graduate Programs](#)," included in the supporting documents.

Academic Performance Requirement for Continuing Enrollment and Graduation

All graduate programs require that students maintain a GPA of 3.0 or higher on a 4-point scale in order to continue in the program and to graduate. This requirement is established in the University's policy on Academic Probation and Suspension ([PS 03.A.07](#), §3.5.1). Additionally, several of the programs have academic requirements beyond the cumulative GPA. For example, in the MAT and MSCJ programs, students who earn a D or F in any course, or C's in any three courses, will be dismissed from the program ([Graduate Catalog](#) 59), while the MARC and MANPM programs do not count toward graduation courses in which students earned C's (or lower) and dismiss students who earn two or more C's ([Graduate Catalog](#) 50, 52).

Rigorous Program Development and Approval Process

All graduate programs must be developed, proposed, and approved via the process mandated by [PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#). Disciplinary faculty experts at the department level must originate the proposal, and that proposal must gain the approval of the majority of the department's faculty, the department chair, the college dean, the University Curriculum Committee, the Provost, and the President. Once the master's program receives the university-level approval, it must be approved by the University of Houston System (UHS) Provost, the UHS Provosts' Council (comprised of the Provosts of all the UHS component universities), and the UHS Board of Regents. Finally, the Board-approved program proposal is forwarded to the Texas Higher Education Coordinating Board for approval, which is granted when the conditions of [Texas Administrative Code §5.44](#) are met. In addition to the Coordinating Board approval, the program may require SACSCOC approval if it constitutes a substantive change, which SACSCOC defines as "a significant modification or expansion of the nature and scope of an accredited institution," such as adding a degree program at a level different from that for which the institution is accredited (SACSCOC 1). Only after the Coordinating Board and, if necessary, SACSCOC have approved the program may the University begin offering it. This program-approval process, described at length in Comprehensive Standard 3.4.1, ensures that graduate programs are designed to meet the disciplinary, institutional, state, and national expectations for such a course of study.

Course Development Process

Individual courses for the graduate programs are developed and approved through the process described in [PS 03.A.12](#) and must receive approval from the departmental curriculum committee, the department chair, the college dean, the University Curriculum Committee, and the Provost before being added to the catalog. All courses must include measurable learning outcomes, and [PS 03.A.12](#) tasks the University Curriculum Committee with ensuring that proposed courses have appropriate learning outcomes (§4.3.4) and that the courses do not replicate extant courses (§4.3.3). While the departments themselves develop and propose graduate courses using their disciplinary expertise and academic prudence, these requirements in [PS 03.A.12](#) provide additional insurance that graduate courses are adequately differentiated from undergraduate courses in terms of content and rigor. The learning outcomes for such courses thus reflect a higher level of cognitive ability using Bloom's Taxonomy (such as application, analysis, synthesis, and evaluation), while the course numbering system provides an obvious means of differentiating graduate and undergraduate courses, with graduate courses designated at the 5000 and 6000 levels, and undergraduate courses designated at the 1000 through 4000 levels.

Major Culminating Project or Exam

All UHD graduate programs require a major culminating project or examination to demonstrate the students' mastery of the program content. These include theses, capstone experiences, comprehensive examination, or extended seminar papers.

Mandatory Seven-year Program Reviews

In accordance with the Texas Higher Education Coordinating Board (THECB) rules as established in [Texas Administrative Code §5.52](#), all master's programs must undergo extensive reviews every seven years that go beyond the annual program assessment required by [PS 03.A.31, Assessment of Educational Programs](#). These reviews feature a self-study and a review by an external disciplinary expert who is employed by an institution outside of Texas and, in the words of the statute, "part of a program that is nationally recognized for excellence in the discipline" ([TAC §5.52](#)). The external-reviewer requirement ensures that the program is consistent with the expectations of other higher education institutions. The review covers all aspects of the program as specified in nineteen separate criteria, including faculty qualifications, alignment of program with stated program and institutional goals, program curriculum and duration in comparison to peer programs, and program administration. In sum, the mandatory seven-year reviews complement the rigorous approval process by ensuring that UHD's graduate programs continue to fulfill the promise of the approved program designs. Included in the supporting documents for this standard are the [THECB Graduate Program Review Schedule 2013-2019](#), the 2013 [MSCJ Seven-Year Program Review](#), the 2014 [MSME Seven-Year Program Review](#), and the 2015 [MAT Seven-Year Program Review](#). The program reviews include the Self-Study Report, the External Review Report, and the UHD Response to the External Review Report.

Graduate Advisory Council Oversight

To ensure that the graduate programs operate under a consistent set of expectations and rules. UHD has a [Graduate Advisory Council](#) to provide oversight and to advise the Provost on graduate issues. For example, the agenda for the [Graduate Advisory Council meeting of January 23, 2014](#), shows the council's attention to admissions standards, the academic probation and suspension policy, and the creating the [Graduate Guidelines](#).

Master of Business Administration

The Master of Business Administration (MBA) is a graduate degree program located in the College of Business (COB). The COB developed the MBA program based on advanced business theory and managerial best practices to elevate the content, program learning outcomes, and the performance measures above those of an undergraduate program. Students who have earned an undergraduate degree in a field other than business are required to complete one or more "leveling" courses at the 5000 level in order to gain the basic theoretical concepts and tools that are the foundations for graduate management study. The COB assures the ongoing academic rigor of this program through annual assessment of the program based on the college's and the university's assessment plan process outlined in [PS 03.A.31, Assessment of Educational Programs](#).

The MBA program focuses on knowledge and skills required to assume responsibility for managing a significant unit of an organization. The MBA degree plan includes courses designed to expand the knowledge of experienced professionals in advanced topics such as leadership, supply chain management, human resources, finance, accounting, information systems, economics and strategic management. These courses focus on the link between business strategy and management, emphasizing the importance of managing essential elements of the overall strategy of a firm. Student course work is project-driven and requires development of high-level communication skills and senior-level decision making. All students must complete capstone projects that reflect the key components of management and present their projects to peers, faculty, and industry representatives for review and evaluation.

The MBA course syllabi reveal that the learning objectives used in the MBA focus on the more advanced categories of Bloom's taxonomy (such as application, analysis, synthesis, and evaluation). The knowledge and skills developed in the MBA courses are those used in day-to-day business dealings of mid-level management professionals.

See the Supporting Documents section below for the following documents:

- [MBA Degree Plan](#)
- [MBA Program Learning Outcomes](#)
- Sample Syllabi and Assignment Descriptions for [MBA 6325 \(plus assignment\)](#), [MBA 6330 \(plus assignment\)](#), [MBA 6334 \(plus assignments\)](#), [MBA 6336](#) and [MBA 6344 \(plus assignment\)](#).

Master of Security Management for Executives

Housed in the College of Business (COB), the Master of Security Management for Executives (MSME) is a multi-disciplinary graduate degree program designed for practicing security management professionals. UHD does not offer an undergraduate program similar to the MSME program. The MSME program was developed using an executive education model that elevates the content, the program learning outcomes, and the performance measures above those of undergraduate programs. The COB assures the ongoing academic rigor of this program through annual assessment of the program based on the university assessment plan process [PS 03.A.31, Assessment of Educational Programs](#).

In a significant departure from undergraduate degrees in the security field, the MSME program focuses not on the traditional line functions of security, but rather on the strategic value and implementation of security to support business goals. The MSME degree plan includes courses designed to expand the knowledge of experienced security professionals in advanced topics such as leadership skills for corporate management, cyber security, emergency planning and response, legal issues, investigations, risk mitigation, and security resource budgeting. These courses focus on the link between business management and security management, emphasizing the importance of managing security risk as an essential element in the overall success of the firm. Course work is project-driven and requires development of high-level communication skills and senior-level decision making. All students must complete a capstone project that brings together all the theories, skill and knowledge obtained in the degree program and integrates them into a learning experience consistent with the experiences of the security executive.

The course syllabi included with this standard reveal that the learning objectives used in the MSME focus on the more advanced categories of Bloom's taxonomy (such as application, analysis, synthesis, and evaluation). Knowledge and skills developed in the MSME courses are those used in day-to-day business dealings of security management professionals

See the Supporting Documents section below for the following documents:

- [MSME Degree Plan](#)
- [MSME Program Learning Outcomes](#)
- Sample Syllabi [MGT 6301](#), [MGT 6302](#), [SM 6360](#), and [SM 6362](#),
- Sample Syllabi and Assignment Descriptions for [SM 6360](#) and [SM 6371](#).

Master of Science in Technical Communication

Housed in the English Department in the College of Humanities and Social Sciences, the Master of Science in Technical Communication (MSTC) program is designed for professional writers and professionals in other fields who need advanced skills in producing user-friendly technical documents, managing projects, understanding communication ethics, analyzing audiences, and conducting usability tests.

All MSTC graduate students are required to take graduate-level courses appropriate to their field of study. All students must produce a portfolio of professional writing and must also complete one of the final experience options appropriate to their professional goals: a thesis, a capstone internship, a cumulative exam, or two additional electives requiring extended seminar papers.

All graduate courses correspond to the programmatic learning outcomes and adhere to the highest standards expected from the graduate-level coursework. The course syllabi reveal learning outcomes using the more advanced categories of Bloom's taxonomy (such as application, analysis, synthesis, and evaluation). Students gain advanced communication, writing, and research skills and in-depth understanding of theories in technical communication.

See the Supporting Documents section below for the following documents:

- [MSTC Degree Plan](#)
- [MSTC Program Learning Outcomes](#)
- Sample [Syllabi and Assignment](#) Descriptions from ENG 5317, ENG 5325, ENG 5330, and ENG 6330
- [MSTC Sample Final Portfolio](#)

Master of Arts in Rhetoric and Composition

The Master of Arts in Rhetoric and Composition (MARC) program offers intensive study in composition theory and the teaching of writing and English studies at the college level, and it is the only program in Texas specifically designed to emphasize training in multicultural composition instruction and rhetoric. While UHD's BA in English program offers a concentration in English education, the MARC is built on the recognition that teaching college-level courses requires more rigorous and intensive preparation. The courses in the program are thus more advanced academically than any of those in the undergraduate major. English Department faculty with disciplinary expertise developed the graduate courses in the relevant content areas with appropriate learning outcomes and graduate-level content.

The MARC program is significantly more rigorous than UHD's undergraduate degree programs in English, as demonstrated in the program outcomes, the learning outcomes for each course, and the types of assignments students must complete. Bloom's taxonomy is commonly used to delineate the higher cognitive activities required for graduate academic work. The MARC program learning outcomes reflect the highest levels of this taxonomy, with outcomes emphasizing *analysis*, *design*, and *execution*. The learning outcomes for individual courses also reflect the elevated skills and content expected in graduate courses, as is evident in comparing the syllabus for ENG 6370, Theories of Collaborative Learning and Pedagogical Practice, to the syllabus for ENG 3370, Theories of Collaborative Learning. While students in ENG 3370 "differentiate" and "apply" collaborative learning theories, students in ENG 6370 must "compare" and "appraise" theories and then must "develop" a collaborative learning theory "for the observed practice in multicultural learning environments." The assignments for these classes also reflect elevated expectations of graduate coursework; for example, students in ENG 3362 Studies in Literature and Culture of the Americas before 1800 and ENG 3370 produce smaller assignments, while students in ENG 6314 American Literature Seminar and ENG 6370 produce seminar papers (20+ pages) and either literature reviews or annotated bibliographies. All MARC students must culminate their degree program by either completing a thesis or taking two additional electives with extended seminar paper.

See the Supporting Documents section below for the following documents:

- [MARC Degree Plan](#)
- [MARC Program Learning Outcomes](#)
- Sample Syllabi for [ENG 6314](#) American Literature Seminar, [ENG 6370](#) Theories of Collaborative Learning and Pedagogical Practice, [ENG 3362](#) Studies in Literature and Culture of the Americans before 1800, and [ENG 3370](#) Theories of Collaborative Learning.
- Sample assignment descriptions for [ENG 6314](#) and [ENG 6370](#).

Master of Arts in Non-Profit Management

The Master of Arts in Non-Profit Management (MANPM) is an interdisciplinary online degree program housed in the College of Humanities and Social Sciences and designed for professionals in non-profits who desire to develop or improve organizational, fundraising, teambuilding, and communications skills. In addition to guidance from College of Humanities and Social Sciences and College of Business faculty, the MANPM has an [advisory board](#) comprised of leaders of Houston-era nonprofits such as the United Way, Houston Food Bank, and the Alley Theater.

The degree does not include any undergraduate classes, and classes are significantly more rigorous than undergraduate courses in the political science and business programs, requiring mastery of more content and higher-level cognitive skills. All graduate courses can be mapped directly to the program learning outcomes and adhere to the highest standards expected from the graduate-level coursework. The program outcomes demand that MANPM graduates have far more specialized skills and abilities than their baccalaureate counterparts, skills such as creating and implementing "data and research-driven strategies for recruiting and fundraising," creating strategic plans, or "making effective analysis-based adjustments" to enhance organizational efficiency.

Further evidence of the rigor of the MANPM program can be seen the learning outcomes and required assignments in the program's core courses (syllabi included in the supporting documents). Courses require students to develop skills and abilities not typically taught in undergraduate courses, such as the ability to "use assessment and evaluation to enhance the efficiency of a nonprofit organization" in POLS 6311 or "design, develop, and critique strategic plans" in BUS 6331. Courses require students to complete complex research projects and extensive reading assignments. As part of the curriculum, students must interact directly and professionally with nonprofit leaders in the community, and all students must complete a Capstone internship project as the culmination of the program.

See the Supporting Documents section below for the following documents:

- [MANPM Degree Plan](#)
- [MANPM Program Learning Outcomes](#)
- [MANPM Advisory Board webpage](#)
- Sample Syllabi for [BUS 6331](#), [BUS 6336](#), [POLS 6310](#), [POL 6311](#), [POLS 6312](#), and [POLS 6680](#)

Master of Science in Criminal Justice

The College of Public Services' Master of Science in Criminal Justice (MSCJ) program focuses on the development of skills in criminal justice planning, implementation, and evaluation to ensure that the management and administration of the criminal justice system is effective, efficient, and responsive to community needs. The program has two options: the traditional option, which includes both online and face-to-face courses, and a fully online version designed for criminal justice professionals who seek the degree for career advancement.

The MSCJ program is more demanding than undergraduate Criminal Justice programs, with program learning outcomes that emphasize graduate-level competencies in the application of theoretical concepts, research design, statistical analysis, and application of skills in improving programs and policies in the criminal justice system. The MSCJ curriculum is intended for advanced, not novice students, so the program requires applicants to complete undergraduate courses in statistics, research methods, and criminology before admission to the program. Courses in the MSCJ are more reading and writing-intensive than undergraduate courses in the discipline and require deeper student engagement. For example, while both CJ 6330 Advanced Criminology and the undergraduate CJ 3301 Criminology study explanatory theories of crime, students in CJ 6330 read both more widely and deeply in the theory of the field and write an extended essay analyzing the ways in which the theory has evolved over time. Students in both program options are required to take such core courses as CJ6320 Research Design and Methods, CJ6321 Quantitative Analysis and Criminal Justice, and CJ6350 Policy Analysis and Program Evaluation. All students must also complete a major culminating project. Students in the online program complete a Capstone project, including a literature review, addressing a criminal justice agency problem or criminal justice system issue ([MSCJ Handbook 23-25](#)). Students in the face-to-face program have the option of completing Capstone project or completing a more traditional thesis ([MSCJ Handbook 11-23](#)).

See the Supporting Documents section below for the following documents:

- [MSCJ Degree Plan](#)
- [MSCJ Program Learning Outcomes](#)
- [MSCJ Handbook](#)
- Sample syllabi for [CJ 3301 Criminology](#) and [CJ 6330 Advanced Criminology](#)

Master of Arts in Teaching

The Department of Urban Education offers the Master of Arts in Teaching program with two options: the Master of Arts in Teaching with concentration in Curriculum and Instruction for those who are already certified to teach in Texas public schools and the Master of Arts in Teaching with Texas Teaching Certification for those who seek certification along with graduate training in pedagogy. UHD's MAT program emphasizes teaching in the urban classroom, and the program outcomes focus on equipping teachers to meet the pedagogical and social needs of students in such classrooms. The program is offered fully online (with the exception of the student-teaching required of those in MAT with Certification option).

The graduate-level rigor of the MAT program is evident in the learning outcomes and the types of assignments required in the courses, especially in comparison to baccalaureate-level education courses. For example, [PED 3305](#), a required course in the BA in Interdisciplinary Studies (BAIS) with teacher certification program, covers theories of childhood development using a standard explanatory textbook and requires students to write multiple one-page reflections and a five-page report. In contrast, [MAT 6311](#), Advanced Childhood Development and Diversity, requires students to read the original theoretical texts and studies rather than summaries and to understand the statistical methods and statistical reasoning used by social scientists in their studies of childhood development; students in [MAT 6311](#) also write a literature review and an extended paper in the APA style analyzing classroom practices in light of the theory. In [MAT 6317](#), Classroom Based Research, course outcomes reflect higher-level cognitive activities, requiring students to "develop classroom-based research" by "designing appropriate data collection methods, analyzing, interpreting and reflecting upon results, and providing a discussion of findings." In addition, all students enrolled in the MAT program must complete a capstone project (as [MAT 6390](#)) during their course of studies. At the conclusion of the [MAT 6390 capstone course](#), students must publicly present the findings of their projects in an end-of-the-semester exhibition, and they must produce either a journal article manuscript or a grant proposal draft. This requirement illustrates the advanced nature of the skills and knowledge students gain in the course of the MAT program, which is significantly more rigorous than the Urban Education's undergraduate program, BAIS with teacher certification.

See the Supporting Documents section below for the following documents:

- [MAT Curriculum and Instruction Degree Plan](#)
- [MAT with Certification Degree Plan](#)
- [MAT Program Learning Outcomes](#)
- [MAT Handbook](#)
- Syllabi for [MAT 6311](#), [MAT 6317](#), [MAT 6390](#), and [PED 3305](#)

Sources

<p>MANPM documents</p> <ul style="list-style-type: none">MANPM – BUS 6331 SyllabusMANPM – BUS 6332 Management for Non-Profit OrganizationsMANPM – BUS 6336 Budgeting and AccountingMANPM – POLS 6311 Program Assessment and EvaluationMANPM – POLS 6312 Resourcing the Non-ProfitMANPM – POLS 6680, Internship in Non-Profit ManagementMANPM Advisory BoardMANPM Degree PlanMANPM Program Learning OutcomesMANPM–POLS 6310 Syllabus <p>MARC documents</p> <ul style="list-style-type: none">ENG 3362 Sample Syllabus (BA program) for comparisonENG 3370 Sample Syllabus (BA program) for comparisonENG 6314 Sample AssignmentsENG 6314 Sample SyllabusENG 6370 Sample Assignment, Seminar PaperENG 6370 Sample SyllabusMARC Degree Plan and Program Learning Outcomes <p>MAT documents</p> <ul style="list-style-type: none">MAT 6311 Sample SyllabusMAT 6317 Sample SyllabusMAT 6390 Capstone Syllabus with InstructionsMAT Curriculum & Instruction Degree PlanMAT HandbookMAT Program Learning OutcomesMAT Seven-Year ProgramMAT with Certification Degree PlanPED 3305 Sample Syllabus (B.A.I.S. program)

📁 MBA documents

- 📄 MBA 6325 Sample Assignment
- 📄 MBA 6325 Sample Syllabus
- 📄 MBA 6330 Sample Assignment
- 📄 MBA 6330 Sample Syllabus
- 📄 MBA 6334 Sample Assignments
- 📄 MBA 6334 Sample Syllabus
- 📄 MBA 6336 Sample Syllabus
- 📄 MBA 6344 Sample Assignment
- 📄 MBA 6344 Sample Syllabus
- 📄 MBA Degree Plans
- 📄 MBA Program Learning Outcomes

📁 MSCJ documents

- 📄 CJ 3301 Criminology syllabus (BS) for comparison
- 📄 CJ 6330 Advanced Criminology Syllabus (Summer 2014) (1)
- 📄 MSCJ Degree Plan
- 📄 MSCJ Handbook
- 📄 MSCJ Online Degree Plan
- 📄 MSCJ Program Learning Outcomes
- 📄 MSCJ Seven-Year Review

📁 MSME documents

- 📄 MGT 6301 Syllabus
- 📄 MGT 6302 Syllabus
- 📄 MSME Degree Plan
- 📄 MSME Program Learning Outcomes
- 📄 SM 6360 Assignment Example
- 📄 SM 6360 Syllabus
- 📄 SM 6362 Syllabus
- 📄 SM 6371 Example Assignment
- 📄 SM 6371 Syllabus

📁 MSTC documents

- 📄 MSTC Degree Plan
- 📄 MSTC Program Learning Outcomes
- 📄 MSTC Sample Syllabi & Assignments
- 📄 MSTC--Sample Final Portfolio
- 📄 2014_2015_Graduate_UHD_Catalog_Full
- 📄 Entrance and Graduation Requirements for Masters Programs Summary Table
- 📄 Graduate Advisory Council agenda 1-23-14
- 📄 Graduate Advisory webpage, with 2014-2015 membership
- 📄 Graduate Program Review webpage, THECB
- 📄 MSCJ Seven-Year Review, combined
- 📄 MSME Seven Year Review, combined
- 📄 PS 03.A.07 Academic Probation & Suspension
- 📄 PS03A12_Change_to_Curricula_Courses_and_Program_Inventory
- 📄 PS03A31 Assessment of Educational Programs
- 📄 SACSCOC_Substantive_Change_Policy_Statement
- 📄 TAC_19_5_C_5-52
- 📄 TAC_Title_19_5-44
- 📄 TAC_Title_19_5-45
- 📄 THECB Graduate Program Review Schedule 2013-2019
- 📄 Texas Education Code §111.92
- 📄 UHD Mission Statement, Mission and Vision webpage
- 📄 UHD_Graduate_Guidelines_2015-2016

3.6.2

Graduate Curriculum

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) structures its graduate curricula to include knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. The graduate programs were developed by disciplinary experts and approved through the formal processes ensuring curricular integrity. Each program contains core courses that promote knowledge of the literature of the discipline and foster engagement in research and other professional practices.

Curriculum Development and Review Processes

The rigorous program development codified in [UHD PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#) ensures that all graduate programs adhere to the accepted standards and practices for such degree programs, including knowledge of the literature of the discipline and engagement in research and appropriate professional practice. Faculty who are experts in the discipline originate, define, and refine program proposals by thoroughly examining other accredited programs, and analyzing institutional and community needs. The proposals must gain the approval of the majority of the department's faculty, the department chair, the college dean, the University Curriculum Committee, and the Provost. Once the master's program receives University-level approval, it must be approved by the University of Houston System (UHS) Provost, the UHS Provosts' Council (comprised of the Provosts of all the UHS component universities), and the UHS Board of Regents. The Regents-approved program proposal must also be approved by the Texas Higher Education Coordinating Board in accordance with [Texas Administrative Code §5.44](#) and by the Southern Association of Colleges and Schools Commission on Colleges if the program constitutes a substantive change. This program-approval process ensures that graduate programs meet the appropriate disciplinary standards for knowledge of the disciplinary literature and engagement in research and professional practice.

The annual assessment of programs required by PS 03.A.31 ensures that programs meet the learning outcomes related to knowledge of discipline, research, and professional practice. In addition, Texas Higher Education Coordinating Board (THECB) rules as established in [Texas Administrative Code §5.52](#), require all master's programs to undergo extensive reviews every seven years. These reviews feature a self-study and a review by external disciplinary experts from outside of Texas who examine the program to ensure the curriculum is comparable to similar programs nationwide (TAC §5.52). Included in the supporting documents are the [MSCJ](#), the [MAT](#), and the [MSME Seven-Year Program Reviews](#), which include the programmatic self-studies, the external reviews, and the program responses to external review. In addition, AACSB accredits the College of Business's programs and requires an extensive program review process, while the Texas Education Agency (TEA) reviews and accredits the MAT with Texas Certification Program.

The sections below present evidence of the individual programs' compliance with this standard. Programs are organized by college.

College of Business Graduate Programs

Master of Business Administration (MBA)

The MBA program includes the study of literature from the disciplines of leadership, supply chain management, human resources, finance, accounting, information systems, economics, and strategic management. Course outcomes for the core curriculum reflect the program's emphasis on ensuring student engagement in discipline-specific research and in the practices of the field. MBA students demonstrate their knowledge of the literature by applying the discipline-based theories and professional-practice approaches in a variety of assignments, including literature reviews, simulations, case studies, and presentations. These learning experiences actively engage students in using the knowledge gained through the literature. The capstone courses give students the opportunity to bring together the theories, skills, and knowledge obtained in the degree program and integrate them into a real-world learning experience that is consistent with the experiences of mid-management professionals. The College of Business maintains on-going assessment of the MBA program to ensure that students continue to achieve the learning outcomes established by the MBA Assessment Committee. MBA Faculty analyze these annual assessment results and use them to implement improvements in the MBA curriculum.

[MBA 6336 Compensation and Benefits](#) and [MBA 6338 Strategic Human Resource Management](#) both represent excellent examples of how the program requires students to read in the discipline. Both use textbooks that are commonly used in graduate management courses at AACSB-accredited institutions. Students in these courses are required to augment the textbook readings with scholarly articles pertaining to specific assigned topics and to apply this disciplinary knowledge to the management issues covered in the course. For example, in [MBA 6330 Legal Environment of Human Resource Management](#), students apply course readings on legal cases and statutes to case studies in human resources and thereby engage in real-world applications of the legal theory.

See the Program-Specific Supporting Documents section below for the following:

- [MBA Degree Plan](#);
- [MBA Program Learning Outcomes](#);
- Sample Syllabi for [MBA 6330 Legal Environment of Human Resource Management](#), [MBA 6336 Compensation and Benefits](#) syllabus, and [MBA 6338 Strategic Human Resource Management](#);
- Sample MBA capstone projects, [Sample #1](#) and [Sample #2](#).

Master of Security Management for Executives (MSME)

The MSME program has an effective curriculum designed by UHD faculty with input from the security community and engaged alumni. The learning outcomes of the program require students to integrate knowledge of both the business and security fields and to develop policies and plans to mitigate institutional risk. MSME courses include readings on security management, leadership, and management literature, from which students learn theories and professional-practice approaches they apply in a variety of assignments, including literature reviews, case studies, and course projects. These courses provide on-going professional training experiences that actively engage students in applying the theories and knowledge gained from disciplinary literature to professional practice. Among the MSME program courses that require knowledge of disciplinary literature are:

- SM 6360 (Security Management for Executives), in which students review and report on security management articles;
- SM 6362 (Risk Analysis and Abatement), in which students use current threat/risk literature and data to complete the threat/risk matrix assignment;
- MGT 6301 (Leadership, Motivation, and Communication for Security Executives), in which students complete weekly case reviews based on articles they have read and a research project requiring students to use their theoretical and professional readings to complete a specific research project;
- MGT 6302 (Human Resources Management for Security Executives), which requires case analyses and papers applying human resources literature to the security management assignment.

The Capstone Project in SM 6680 gives students the opportunity to integrate theory and operational knowledge in a culminating learning experience that is consistent with that of the security executive.

See the Program-Specific Supporting Documents section below for the following:

- [MSME Degree Plan](#);
- [MSME Program Learning Outcomes](#);
- [MSME Seven-Year Program Review](#), including Self-Study, External Review, and Response to External Review, completed August 2014;
- Sample Syllabi for [MGT 6301 Leadership for Security Executives](#), [MGT 6302 Human Resources for Security Executives](#), [SM 6360 Security Management for Executives](#), and [SM 6362 Risk Analysis and Abatement](#);
- Sample Student Project for [SM 6360](#) with Assignment Description;
- Sample Syllabus for [SM 6680](#), Capstone in Security Management.

College of Humanities and Social Sciences Graduate Programs

Master of Science in Technical Communication (MSTC)

The Master of Science in Technical Communication is a 36-hour program designed to provide graduates with writing, design, and management skills based on rhetorical principles. The required six-hour core is designed to establish a basis for graduate-level performance and preparation for successful professional careers through the following course requirements:

- ENG 5304 (Proseminar in Professional and Technical Communication) focuses on techniques for systematic planning and supervision of complex writing projects, and the production of print and electronic documentation. Students collaborate with subject matter experts to develop and clarify content, coordinate writing and production elements for publication, and perform usability testing.
- ENG 5317 (Rhetorical Theory and Criticism) reinforces major rhetorical theories, practice, and criticism, and the application of critical theory to contemporary texts.

Students must also choose three hours each of theory courses, application courses, and research courses before taking eighteen hours of electives and six hours of the final experience. In the core and theory courses, MSTC students explore relevant literature in technical communication targeting current theories of workplace communication, rhetoric, visual design, hypermedia, intercultural communication, and ethics. In addition to helping students develop specific applied skills, the application and research courses also expose students to current scholarship on a variety of course-specific topics, all which bear upon their roles as professionals in the field of technical writing and communication.

The MSTC program has specific learning outcomes that target advanced research skills. In most courses, graduate students conduct research and/or collect, analyze and assess primary research data. The courses in the required research category cover appropriate research methods, data analysis, and data reporting techniques. In addition, all [final experience options](#)—including a thesis/capstone project, a comprehensive exam, or seminar papers—require students to explore current research in the field of technical communication.

See the Program-Specific Supporting Documents section below for the following:

- [MSTC Degree Plan](#);
- [MSTC Program Learning Outcomes](#);
- [MSTC Curriculum Map](#);
- [Sample Syllabi and Assignments](#) for ENG 5317 Rhetorical Theory and Criticism, ENG 5325 Advanced Medical Writing, ENG 5330 Visual Design Theory, and ENG 6330 Usability Research Methods;
- [MSTC Sample Final Portfolio](#)
- [MSTC Final Experience Options](#) (thesis, capstone, seminar papers, and comprehensive exam);
- List of [completed MSTC theses](#) available through the UHD Library Catalog.

Master of Arts in Rhetoric and Composition (MARC)

The MARC program and course learning outcomes make explicit the program's dedication to disciplinary knowledge and professional preparation. Virtually every MARC course includes a learning outcome that centers on student engagement with discipline-specific research. The three required core courses—ENG 5317 (Rhetorical Theory and Criticism), ENG 5301 (Contemporary Composition Theory), and [ENG 5302 \(Multicultural Composition Pedagogy\)](#)—require students to read widely in the three central theoretical fields related to the degree: rhetoric, composition, and multicultural pedagogy. Reading in the discipline is also required in nearly all the elective courses, including ENG 6301 (Composition Pedagogy), [ENG 6370 \(Theories of Collaborative Writing\)](#), and [ENG 6314 \(American Literature Seminar\)](#). Students who opt for the thesis track complete an original scholarly thesis situated within the disciplinary scholarship, while students who opt for the seminar-paper track must complete two additional elective courses requiring original seminar papers informed by disciplinary scholarship. (Because the first cohort has not yet graduated from the program, there are currently no examples of completed MARC theses.)

In addition to providing students a thorough grounding in the scholarship of the discipline, the program focuses on preparing students for their professional roles as teachers of writing in the college classroom. Perhaps the course that most reflects this focus is the MARC Practicum, ENG 5327. The Practicum is designed to introduce MARC students to the common practices of professional academic life (how to craft a course schedule, how to evaluate student writing, how to write a syllabus, how to write a conference proposal, how to write a curriculum vita, and so on), to familiarize MARC students with current disciplinary research trends and publications, and to prepare MARC students to teach freshman English courses at the college level. All MARC students who wish to serve the Department as Teaching Assistants are required to take English 5327 (MARC Practicum), a pedagogical training course that provides students the opportunity to prepare a lesson and teach in a real UHD freshman English course under the supervision of a MARC faculty member.

Additional professional development opportunities available to MARC students include serving as consultants in the UHD Writing and Reading Center or as writing associates, which pairs MARC students with a composition instructor to assist the undergraduate students with their writing assignments. In addition, many MARC courses implement a service-learning component in which students receive further professional development. For example, in [English 5302 \(Multicultural Composition Pedagogy\)](#) in Spring 2015, students worked with representatives of the Wyndham School District (a school located inside the Harris County Prison) to offer literacy interventions to prisoners. Such real-world, professional experiences prepare MARC students to teach in diverse pedagogical situations.

See the Program-Specific Supporting Documents section below for the following:

- [MARC Degree Plan](#);
- [MARC Program Learning Outcomes](#);
- [MARC Curriculum Map](#);
- Sample course syllabi for [ENG 5302 Multicultural Composition Pedagogy](#), [ENG 6370 Theories of Collaborative Writing and Pedagogical Practices](#), and [ENG 6314 American Literature Seminar](#).
- Sample assignments for [ENG 6370 Theories of Collaborative Writing and Pedagogical Practices](#), and [ENG 6314 American Literature Seminar](#).

Master of Arts of Non-Profit Management (MANPM)

MANPM course and program learning outcomes reflect the program's emphasis on student research, engagement with current work in the field, and development of professional-level skills by engaging with successful professionals in the field of non-profit management. The MANPM program requires students to read important literature in the discipline and apply the knowledge of the literature to practices in the non-profit field. The required core courses (syllabi included with the supporting documents) illustrate this commitment to disciplinary knowledge with key readings on leadership, strategic planning, fundraising, management, assessment, evaluation, statistics, budgeting, and accounting. For example, in [POLS 6310 \(Leadership in Non-profit Management\)](#), students focus on reading scholarship surrounding leadership issues and apply the theories and concepts of transformational leadership and other management styles to non-profit organizations.

In many of these core courses, students are required to apply their knowledge in assignments or projects involving community organizations. For example, students in BUS 6332 (Management of the Non-Profit Organization) work in teams to produce a video and a paper for web publication instructing non-profits how manage with limited resources, while students in POLS 6312 (Resourcing the Non-Profit) use knowledge of the discipline to perform SWOT (Strengths-Weaknesses-Opportunities-Threats) analyses on selected non-profits and produce a mock fundraising campaign. All students thus gain knowledge of the disciplinary literature and experience with professional practices while taking core courses. Furthermore, students end their program experience with an internship, POLS 6680, which requires 240 hours of management-level experience in a non-profit organization after the student completes the program's core courses. As part of the internship, students complete a variety of assignments that require them to employ their skills and disciplinary knowledge in a real non-profit setting. The syllabus for POLS 6680 is included with the supporting documents for this standard.

See the Program-Specific Supporting Documents section below for the following:

- MANPM Degree Plan;
- MANPM Program Learning Outcomes;
- Sample syllabi from POLS 6310 Leadership in Non-Profit Management, BUS 6331 Strategic Planning in the Non-Profit Sector syllabus, BUS 6332 Management of the Non-Profit Organization, and POLS 6312 Resourcing the Non-Profit;
- Sample student project from BUS 6331;
- Sample syllabus from POLS 6680 Internship in Non-Profit Management.

College of Public Service Graduate Programs

Master of Arts in Teaching (MAT)

The Urban Education department incorporates research, scholarly activity, and advanced professional training into its Master of Arts in Teaching program. In the core course MAT 6311 (Advanced Study of Child Development and Diversity), students examine theories of child development in relationship to the diversity of the urban classroom. MAT 6315 (Introduction to Educational Research), also a core requirement, focuses on the practice of classroom teachers as researchers, including both theory and practice. Subsequent to taking MAT 6315, students must take MAT 6317 (Classroom-Based Research), in which students apply skills in data gathering and data analysis to their classroom research studies. Course participants conduct directed research in classroom practices and examine issues such as validity, reliability, and generalizability as they conduct their own research projects with faculty guidance.

To enhance the professional training of the graduate students, the curriculum includes the course MAT 6380 (Practicum for Urban Teachers). This course offers students an opportunity to participate, over a two-semester period, in University-sponsored workshops and seminars. Workshops are designed to support urban teachers in applying pedagogical knowledge to the full responsibility of day-to-day teaching, reflecting on challenges and events occurring in their classrooms and schools, and engaging in cooperative solutions of inevitable problems that arise during the teaching experience. Students in the certification track take MAT 6601 (MAT with Certification Student Teaching), in which they perform a minimum of 60 hours of fieldwork in the classroom under the guidance of the course instructor and the classroom mentor. The capstone course, MAT 6390 (Directed Study in Urban Teaching), offers the opportunity for a specialized extended independent project not usually available as part of the regular course offering (*MAT Handbook* 11-13). Students use the training and research to compile a research study or other type of report informed by the literature of the discipline, which they present publically in the final semester of their program.

See the Program-Specific Supporting Documents section below for the following:

- MAT Curriculum and Instruction Degree Plan;
- MAT with Certification Degree Plan;
- MAT Program Learning Outcomes;
- MAT Seven-Year Program Review, including Self-Study, External Review, and Response to External Review, completed July 2015;
- MAT Handbook, Capstone Project guidelines, 11-13;
- Sample Syllabi for MAT 6311 Advanced Study of Child Development and Diversity, MAT 6317 Classroom-Based Research, and MAT 6601 MAT with Certification Student Teaching;
- MAT 6390 Capstone: Directed Study in Urban Teaching syllabus.

Master of Science in Criminal Justice (MSCJ)

MSCJ program learning outcomes and course learning outcomes reflect the program's emphasis on the development of research and analysis skills. As part of this development, students must gain thorough knowledge of the literature of the criminal justice field. For example, In CJ 6330 (Advanced Criminology), a core requirement in the degree, students must read criminology theory from across the chronology of the discipline and complete a major paper on the "Evolution of Schools of Criminology." All students complete either a thesis or a major final project focused on criminal justice issues as a culminating program requirement. Thesis students work closely with a thesis committee, while project students work with a project chair (*MSCJ Handbook* 11-25). Several MSCJ students and graduates have published with faculty, presented papers at academic conferences, and/or have gone on to enroll in doctoral programs. In fact, three graduates of UHD's MSCJ program are now tenure-track professors at universities. The student and alumni success in research fields attests to the efficacy of the research component of the MSCJ program.

The program also emphasizes the knowledge and skills needed for professionals in the criminal justice field. For example, CJ 6350 (Policy Analysis and Program Evaluation) develops students' skills in an area of great need for criminal justice agency managers. Students who choose the final project option focus on professional or policy issues related to criminal justice and criminology.

See the Program-Specific Supporting Documents section below for the following:

- MSCJ Degree Plan;
- MSCJ Program Learning Outcomes;
- MSCJ Assessment Plan;
- MSCJ Seven-Year Program Review, including Self-Study, External Review, and Response to External Review, completed August 2013;
- List of completed MSCJ theses available through the UHD Library Catalog.
- MSCJ Handbook, Thesis guidelines, 11-23;
- MSCJ Handbook, Criminal Justice project guidelines, 23-25;
- Sample syllabi for CJ 6330 Advanced Criminology and CJ 6350 Policy Analysis and Program Evaluation.

Cross References

Comprehensive Standard 3.3.1.1

Comprehensive Standard 3.3.1.4

Sources

MANPM documents

- MANPM -- BUS 6331 Strategic Planning in the Nonprofit Sector
- MANPM -- BUS 6332 Management for Non-Profit Organizations
- MANPM -- POLS 6312 Resourcing the Non-Profit
- MANPM -- POLS 6680, Internship in Non-Profit Management
- MANPM--BUS6331 , Sample Student work--Strategic Plan
- MANPM--POLS 6310 Leadership in NPM
- MARC Degree Plan and Program Learning Outcomes

MARC documents

- MARC Curriculum Map
- MARC Degree Plan and Program Learning Outcomes
- MARC--ENG 5302, Multicultural Composition Pedagogy
- MARC--ENG 6314 American Lit Seminar syllabus
- MARC--ENG 6314 Sample Assignments
- MARC--ENG 6370 Sample Assignment, Seminar Paper
- MARC--ENG 6370 Theories of Collab Learning & Pedagogical Practices

MAT Documents

- MAT 6311 Advanced Child Development
- MAT 6317 Classroom-Based Research
- MAT 6390 Capstone Syllabus with Instructions
- MAT 6601, MAT Cert Student Teaching
- MAT Curriculum & Instruction Degree Plan
- MAT Handbook, Capstone Project Guidelines, 11-13
- MAT Program Learning Outcomes (Grad Catalog)
- MAT Seven-Year Program Review
- MAT with Certification Degree Plan

MBA documents

- MBA 6330 Legal Environment of HR Mgmt
- MBA 6336 Compensation and Benefits
- MBA 6338 Strategic Human Resource Mgmt syllabus
- MBA Capstone Sample Project #1
- MBA Capstone Sample Project #2
- MBA Degree Plans
- MBA Program Learning Outcomes

MSCJ documents

- MSCJ Assessment Plan
- MSCJ Completed Theses--Library Catalog Listing
- MSCJ Degree Plan
- MSCJ Handbook, Criminal Justice Project guidelines, 23-25
- MSCJ Handbook, Thesis guidelines, 11-23
- MSCJ Program Learning Outcomes
- MSCJ Seven-Year Review
- MSCJ--CJ 6330 Advanced Criminology Syllabus
- MSCJ--CJ 6350 Policy Analysis and Program Evaluation

MSME documents

- MSME Degree Plan
- MSME --MGT 6301 Leadership, Motivation, & Communication
- MSME-- MGT 6302 - Human Resources for Security Execs
- MSME Program Learning Outcomes
- MSME Seven-Year Review
- MSME--SM 6360 Security Mgmt for Execs syllabus
- MSME--SM 6360 Student Project Example with Assignment Description
- MSME--SM 6362 - Risk analysis and Abatement
- MSME--SM 6680 Syllabus - Capstone

📁 MSTC documents

📄 MSTC Curriculum Map

📄 MSTC Degree Plan

📄 MSTC Final Experience Options

📄 MSTC Program Learning Outcomes

📄 MSTC Sample Syllabi & Assignments

📄 MSTC--Completed Theses--UHD Catalog listing

📄 MSTC--Sample Final Portfolio

📄 2014_2015_Graduate_UHD_Catalog

📄 PS03A12 Changes to Curricula, Courses and Program Inventory

📄 PS03A31 Assessment of Educational Programs

📄 TAC_19_5_C_5-52

📄 TAC_Title_19_5-44

📄 THECB Graduate Program Review webpage

3.6.3

Institutional Credits for a Graduate Degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) requires that students enrolled in its graduate programs earn the majority of their credits (far more than one-third) through courses offered by the University and limits the number of credits that may be transferred from other institutions. Furthermore, UHD currently has no graduate degree programs offered through joint, cooperative, or consortial arrangements.

Limitations on Transfer Credit for Graduate Students (PS 03.A.06)

UHD's Policy Statement on Graduation and Commencement (PS 03.A.06) establishes a so-called "residency" requirement in Section 3.6.1.3, placing a strict limit on transfer hours:

A maximum of six transferred graduate semester credit hours may be applied to fulfill UHD graduate program requirements, if approved by the graduate program director.

PS 03.A.06 was developed according to the procedures stipulated in PS 01.A.03 (Academic Shared Governance) and was most recently revised by the Academic Policy Committee in 2015. In accordance with the policy, students seeking to transfer more than six credit hours must petition the Dean of the appropriate academic college, who will decide whether an exception is warranted (PS 03.A.06, §3.6.1.4). PS 03.A.06 is published on the University's website. The transfer-credit limitation is also discussed in *The Graduate Guidelines* (4-5), in the "Academic Policies" section *UHD Graduate Catalog* (38), and in the individual program descriptions in the "Graduate Academic Programs" section of the *UHD Graduate Catalog* (39-59).

In addition to those established in PS 03.A.06, *The Graduate Guidelines* specifies a number of restrictions on transfer credits, including minimum grade earned, pre-matriculation approval, and submission of supporting documents to verify the equivalency of courses:

Transferred coursework must be at the graduate level, from a regionally accredited university, and at the B level or above. Students who would like to apply credit earned prior to a graduate program must make the request, to the relevant director, prior to matriculating. Students who wish to include coursework earned *after* matriculating must seek approval *before* registering for the intended coursework. Applying for transfer credit approval will require the submission of various materials and may include the following: a syllabus, a description of the course, and an explanation as to why the course qualifies for transfer in the particular program (*Graduate Guidelines* 4-5).

Primary responsibility for evaluating and approving graduate transfer credit and for monitoring the program's compliance with the University policy lies with the director of the graduate program. The graduate program director evaluates any coursework that the accepted graduate student proposes transferring to determine whether it is comparable to similar courses in the UHD program. The director must approve the transfer credit before the student matriculates into the program, and it is this initial decision that ensures that the student is not allowed to apply more than six hours of credit from another institution to the UHD graduate degree. In addition, the Registrar's Office performs a degree audit when the student applies for graduation to ensure that the student has met all degree requirements. These restrictions are designed to ensure that the courses for which students receives transfer credit have the appropriate content and rigor commensurate with UHD graduate courses.

Adequate Institutional Credits Required

As Table 1 below illustrates, the six credit hours of *potential* transfer credits in each of UHD's graduate programs represent less than 20 percent of each programs' required total. All UHD graduate programs require that at least 81 percent of credits be earned through UHD instruction, thus exceeding the minimum required by SACSCOC standards.

Table 1: UHD Minimum Institutional Credits for Graduate Degrees by Program				
	Total Credit Hours	Maximum Transfer Credit Hours	Minimum Number, Institutional Credit Hours	Minimum Percentage, UHD Institutional Credit Hours
Master of Business Administration,				
General Management	34	6	28	82%
Supply Chain Management	39	6	33	85%
Leadership	36	6	30	83%
HR Management	36	6	30	83%
Sales Management	36	6	30	83%
Investment Management	36	6	30	83%
Master of Security Management for Executives	36	6	30	83%
Master of Science in Technical Communication	36	6	30	83%
Master of Arts in Rhetoric and Composition	33	6	27	82%
Master of Arts in Non-profit Management	36	6	30	83%
Master of Science in Criminal Justice	36	6	30	83%
Master of Arts in Teaching,				
Curriculum and Instruction	36	6	30	83%
With Texas Certification	36	6	30	83%








Table 2 shows the actual data for master's program graduates Fall 2012 through Summer 2014. This data confirms that all the graduate-degree recipients in the two-year period earned at least 83 percent of their credit hours for the degree through instruction at UHD. The University has thus demonstrated that it enforces the residency requirement of PS 03.A.06 and thereby meets the requirements for Comprehensive Standard 3.6.3.

Table 2: Actual UHD Hours Taken by Graduates of Master's Programs Fall 2012-Summer 2014

Source: Office of Institutional Research

Program	Total Credit Hours Required	Minimum Hours taken at UHD		Maximum Hours taken at UHD	
		#	%	#	%
MBA *	34	32	94%	48	141%
*Prior to introduction of concentrations in the degree					
MSME	36	33	92%	36	100%
MSTC	36	30	83%	36	100%
MSCJ	36	30	83%	42	117%
MAT Curriculum & Instruction	36	36	100%	39	100%
MAT, Elementary and Secondary Education*	39*	39	100%	42	108%
*consolidated with MAT with Certification in 2014, and required hours reduced to 36					
MANPM	New programs with no graduates as of Summer 2014, so there is no data for this assessment period.				
MARC					

Sources

-  PS 03.A.06 Graduation and Commencement Policy
-  PS01A03 Academic Shared Governance Policy
-  UHD Grad Catalog, program descriptions, 39-59
-  UHD Graduate Catalog, p. 38, Transfer Credit
-  UHD Graduate Guidelines Handbook 2015-2016, 4-5
-  UHD hours taken by Master's graduates for 3.6.3 (IR)
-  UHD_Graduate_Guidelines_2015-2016

3.6.4

Post-Baccalaureate Program Requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) defines and publishes requirements for all its graduate and post-baccalaureate programs. These requirements conform to the commonly accepted standards and practices for such degree programs.

Publication of Requirements

Admissions and degree requirements for each graduate program are defined and published in the *UHD Graduate Catalog* in the section entitled "Graduate Academic Programs" (39-59). Program admissions requirements and degree requirements are also published on individual program websites and in departmental handouts and brochures for current and prospective students.

The *UHD Graduate Guidelines* discusses University-wide admissions and degree-requirement policies for graduate students and provides links to the individual program webpages.

Degree requirements for some programs are also published in program-specific handbooks, such as the *MSCJ Handbook* and the *MAT Handbook*, and in the *College of Humanities and Social Sciences Graduate Handbook*, which are all available online as links to the appropriate program websites.

Conformity of Program Requirements to Accepted Standards and Practices

The rigorous program development codified in [UHD PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#) ensures that all graduate programs adhere to the accepted standards and practices for such degree programs. Program proposals are originated and defined by faculty who are experts in the discipline. These disciplinary experts create proposals only after thoroughly examining other accredited programs and analyzing institutional and community needs. The proposals must gain the approval of the majority of the department's faculty, the department chair, the college dean, the University Curriculum Committee, and the Provost. Once the master's program receives University-level approval, it must be approved by the University of Houston System (UHS) Provost, the UHS Provosts' Council (comprised of the Provosts of all the UHS component universities), and the UHS Board of Regents. Finally, the Regents-approved program proposal is forwarded to the Texas Higher Education Coordinating Board for approval, which is granted when the conditions of [Texas Administrative Code §5.44](#) are met. In addition to the Coordinating Board approval, the program may require SACSCOC approval if it constitutes a substantive change, which the Commission defines as "a significant modification or expansion of the nature and scope of an accredited institution," such as adding a degree program at a level different from that for which the institution is accredited (SACSCOC 1). This program-approval process, described in greater detail in Comprehensive Standard 3.4.1, ensures that graduate programs are designed to meet the disciplinary, institutional, state, and national expectations for such a course of study.

The annual assessment of programs required by [PS 03.A.31](#) ensures that programs continue to fulfill their initial promise and meet disciplinary standards. In addition, Texas Higher Education Coordinating Board (THECB) rules as established in the [Texas Administrative Code §5.52](#) require all master's programs to undergo extensive reviews every seven years. These reviews feature a self-study and a review by external disciplinary experts who are employed by institutions outside of Texas and, in the words of the statute, "part of a program that is nationally recognized for excellence in the discipline" ([TAC §5.52](#)). The external-reviewer requirement ensures that the program meets national standards and expectations for such graduate programs. Included in the supporting documents are the [MSCJ](#), the [MAT](#), and the [MSME](#) Seven-Year Program Reviews, which include the programmatic self-studies, the external reviews, and the programs' responses to external review.




Moreover, graduate programs with separate accreditations from disciplinary bodies must meet the standards of their accrediting bodies and undergo regular reviews as part of the accreditation process. For example, AACSB accredits the College of Business's programs, including the MBA, and the MAT with Texas Certification Program is currently accredited by the Texas Education Agency (TEA).

Both internal and external assessment processes lead degree programs to make the necessary changes to ensure maintenance of the appropriate disciplinary, professional, and academic standards.

Cross References

[Federal Requirement 4.2](#)
[Federal Requirement 4.4](#)

Sources

-  2014_2015_Graduate_UHD_Catalog_Full
-  CHSS Graduate Handbook
-  MANPM Degree Requirements webpage
-  MARC Courses webpage
-  MARC degree plan handout
-  MAT Curriculum & Instruction Degree Plan webpage
-  MAT Handbook
-  MAT Seven-Year Program Review 2015
-  MAT with Certification Degree Plan webpage
-  MBA Curriculum webpage
-  MSCJ Handbook
-  MSCJ Seven-Year Review
-  MSCJ and Online MSCJ Degree Plan webpages
-  MSME Degree Plan webpage
-  MSME Seven-Year Review
-  MSTC Degree Requirements webpage
-  MSTC Degree plan handout
-  PS03A12 Changes to Curricula, Courses and Program Inventory
-  PS03A31 Assessment of Educational Programs
-  SACSCOC_Substantive_Change_Policy_Statement
-  TAC_19_5_C_5-52
-  TAC_Title_19-Part-I_4.A.-4.6
-  TAC_Title_19_5-44
-  THECB Graduate Program Review webpage
-  UHD Grad Catalog, program descriptions, 39-59
-  UHD_Graduate_Guidelines_2015-2016

3.7.1

Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) employs competent faculty members who are qualified to accomplish its institutional goals and mission. The faculty hiring process and procedures (as addressed in [PS 10.A.13](#)) ensure that faculty members have earned the appropriate degree, or, in the absence of the appropriate terminal degree, have credentials and experience that qualify them for their respective teaching positions. The faculty performance evaluation process ([PS 10.A.05](#), [PS 10.A.16](#)) further ensures that faculty members continue to perform competently throughout their careers.

Terminal-Degree Coverage

The institution that is now University of Houston-Downtown originated as South Texas Junior College. In 1974, University of Houston acquired the assets of South Texas Junior College to serve as a branch campus with mostly lower-division offerings and a few applied baccalaureate programs. In 1979, an act of the state legislature established University of Houston-Downtown College (to be renamed University of Houston-Downtown in 1983) "as a separate and distinct institution of higher education" within the University of Houston System ([Texas Education Code §111.90-91](#)). Because of its history, UHD primarily remained focused on offering applied programs until it was granted permission by the Texas Higher Education Coordinating Board and SACSCOC to offer graduate programs in 1997. In keeping with its expanding scope and mission, and the changing needs of the Houston metropolitan area, the University gradually started developing graduate programs and more undergraduate programs in liberal arts, while still offering applied programs. Due to the University's original scope of programs, a few faculty members without a terminal degree were grandfathered in, having been awarded tenure before 1997.

UHD currently focuses on hiring full-time faculty with terminal degrees. However, the University also recognizes that professional and industry experience and industry-related certifications are equally valuable credentials for teaching in professional graduate degree programs such as the Master of Arts in Non-Profit Management and Master in Security Management for Executives. And for many of its programs, the College of Business requires both the terminal degree *and* professional, industry experience. Additionally, UHD offers a high number of lower-division courses for which the state and SACSCOC do not require a terminally-degreed instructor, and departments teaching a large percentage of these lower-division core curriculum courses will often hire lecturers with master's degrees to teach these courses.

The University meets the SACSCOC requirement that at least 25 percent of credit hours be taught by faculty holding the terminal degree. In Fall 2014 and Spring 2015, the University-wide percentage of semester credit hours taught by faculty with terminally degrees was 67 percent and 68 percent respectively. In Fall 2014, 63.5 percent of the faculty held terminal degrees. That percentage has risen steadily over the last five years, reflecting the University's continued commitment to hiring the most qualified faculty. The following table includes the aggregate data from the [UHD Fact Book](#) on the number of faculty with terminal degrees.

FACULTY DEGREES HELD										
Source: UHD Fact Book 2014-2015										
Highest Degree	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	%	#	%	#	%	#	%	#	%
Doctorate/Terminal	375	59.4%	390	60.7%	419	62.3%	420	63.4%	424	63.5
Master's	240	38.0%	239	37.2%	245	36.4%	234	35.3%	238	35.6
Other	16	2.5%	13	2.0%	9	1.3%	8	1.2%	6	0.9

Faculty Hiring Processes

Ensuring that faculty are competent and qualified begins with the hiring process. [PS 10.A.13](#) describes the process through which tenured and tenure-track faculty are hired at UHD, and the appendix to the policy describes the process for hiring lecturers and visiting faculty. As the guidelines in [PS 10.A.13](#) note, position announcements are prepared by the chair of department and must contain all the pertinent information, including the selection criteria to be used such as required qualifications and desired areas of expertise. Positions are advertised in relevant publications and on the University website, and for most tenure-track positions and many lecturer positions, an exhaustive national search is performed to fulfill [PS 10.A.13's](#) requirement that the University "recruit and employ the most highly qualified faculty members available" (§2.1.1). A robust interview process provides further insights into the candidate's qualifications to assist in carrying out UHD's mission. To help determine the most qualified candidates in the application pool, hiring committees use a screening matrix based upon the hiring criteria. Hiring committees, the department chair, and eventually Employment Services and Operations staff all vet transcripts and application materials to ensure the candidates have appropriate credentials in keeping with SACSCOC criteria. The final decision is made by the Provost, who also reviews [the completed Faculty Credentials Form](#) submitted by the appropriate college. Part-time faculty members are hired according to guidelines in [PS 10.A.15](#), Adjunct Lecturers. In keeping with SACSCOC standards, this policy requires that part-time instructors "meet the same minimum requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the discipline at the same level" (§2.1.1.1). Department chairs must submit a Faculty Credentials Form to Employment Services and Operations before a candidate may be officially hired for a faculty position.

The University seeks full-time faculty with the appropriate terminal degrees and specifies the terminal-degree requirement in postings for tenure-track positions. For example, an [advertisement for an Assistant Professor of Communication Studies](#) (requisition #00441) includes the following statement, which is a variation of language included in other tenure-track postings: "Although a Ph.D. in Communication is desirable, ABD's will be considered with the provision that a hiring contract is conditional upon the University receiving proof of completion of the Ph.D. in Communication no later than February 1, 2016." However, for some positions, other qualifications, such as industry experience or expertise, weigh heavily in the decision matrix. For example, in the case of the B.A.A.S in Safety Management program, which serves the needs of Houston's energy sector, the specialized nature of the degree demands the knowledge of industry experts and practitioners as well as the theoretical knowledge of those holding engineering doctorates. UHD's Department of Computer Science and Engineering Technology has employed safety management experts based on industry experience and safety management-related certifications.

Faculty Evaluations

All faculty members are evaluated annually to ensure they perform their teaching and other professional duties competently. UHD's [PS 10.A.05](#), [Faculty Performance Evaluations](#), stipulates that the departments evaluate lecturers and adjuncts "according to standards determined by each department" ([PS10.A.05 §1](#)). The policy specifies the procedures used to evaluate tenured and tenure-track faculty, including a review by the chair and committee of three tenured faculty members. Tenured faculty members are also subject to the terms of [PS 10.A.16](#), [Performance Evaluation of Tenured Faculty](#), which provides a specific protocol of remediation (and possibly dismissal) for tenured faculty whose performance fall below acceptable levels.

Individual Faculty Credentials

This report includes the [faculty credential forms](#) and curricula vitae for the 2014-2015 faculty. These documents provide evidence and explanation of the qualifications of individual faculty members.

Cross References

[Core Requirement 2.8](#)

























































[Comprehensive Standard 3.5.4](#)

Credentials

Faculty Credentials Table
Faculty Roster Form
Roster by Department
AH
APAD
CJ
CJSW
CSET
ENG
FACS
GBA
MMBA
MS
SCI
SOS
UE





Sources

01_ROSTERS_Fall 2014
CJ FACULTY ROSTER FORM
DEPARTMENT AH FACULTY ROSTER FORM
DEPARTMENT APAD FACULTY ROSTER FORM
DEPARTMENT CSET FACULTY ROSTER FORM
DEPARTMENT ENG FACULTY ROSTER FORM
DEPARTMENT FACS FACULTY ROSTER FORM
DEPARTMENT MMBA FACULTY ROSTER FORM
DEPARTMENT MSME FACULTY FALLSPRING 2015 ROSTER
DEPARTMENT NS FACULTY ROSTER FORM
DEPARTMENT SOS FACULTY ROSTER FORM
DEPARTMENT UE FACULTY ROSTER FORM
MS Faculty Roster Form
02_ROSTERS_Spring 2015
ADDITIONAL AH FACULTY SPRING 2015 ROSTER
ADDITIONAL APAD FACULTY SPRING 2015 ROSTER
ADDITIONAL CJ FACULTY SPRING 2015 ROSTER
ADDITIONAL CSET FACULTY SPRING 2015 ROSTER
ADDITIONAL ENG FACULTY SPRING 2015 ROSTER
ADDITIONAL FACS FACULTY SPRING 2015 ROSTER
ADDITIONAL MMBA FACULTY SPRING 2015 ROSTER
ADDITIONAL MS FACULTY SPRING 2015 ROSTER
ADDITIONAL SOS FACULTY SPRING 2015 ROSTER
ADDITIONAL UE FACULTY SPRING 2015 ROSTER
DEPARTMENT NS FACULTY SPRING 2015 ROSTER
AH Vitae
Abigail Koenig CV
Albert Rivera DeJesus CV
Angela Postigo CV
Anne Engerrand CV
Ashley Archiopoli CV
Azar Rejaie CV
Beth Secor CV
Bill Pogue CV
Bridget Mueller CV
Candice Shivers CV
Carmen Parron CV





















































 Chante Anderson CV
 Charles French CV
 Christopher Eid CV
 Creshema Murray CV
 David Brenner CV
 Deborah Shelley CV
 Deloris Wanguni CV
 Edmund Cueva CV
 Edwin Padilla CV
 El Franco Lee III CV
 Elizabeth Hatfield CV
 Floyd Newsum CV
 Frank Vela CV
 Henry Roubicek CV
 James Campbell CV
 James Tiebout CV
 Jason Oby CV
 Jay Stailey CV
 Jean Dewitt CV
 Jeffrey Bowen CV
 Jennifer Sommers CV
 Jeremy Rogerson CV
 Jerome Socolof CV
 John Davis CV
 Jordan Wagner CV
 Jovanni Lota CV
 Juliet Wilson CV
 Karen Schlag CV
 Katherine Pogue CV
 L Kirk Hagen CV
 Larisa Jackson CV
 Lily Cunningham CV
 Lucas Fedell CV
 Lucas Logan CV
 MARIA GARCIA CV
 Maria Hernandez CV
 Mark Cervenka CV
 Marybelle Chaney CV
 Mason Rankin CV
 Michael Wilson CV
 Mike Emery CV
 Paul Mandell CV
 Peter Greenfield CV
 Philip Ahern CV
 Rachel Dickson CV
 Rama Tunuguntla CV
 Raquel Chiquillo CV
 Reynaldo Romero CV
 Rita Graves CV
 ROBERT WAWEE CV
 Robert Wilson CV
 Ruth Salisbury CV
 Sarah Chu-Chao Tsai CV
 Sergio Reyna CV
 Sharon Worley CV
 Susan Baker CV
 Susan Osterberg CV

-  Thomas Lyttle CV
-  Toni Hoang CV
-  Valerie Otou Raymond CV
-  Walter Blanchard CV
-  WILLIAM NOWAK CV
-  Willioneita Pittman CV
-  Windy Lawrence CV
-  ZEENAN MITHA CV




























 APAD Vitae

-  Deborah Buell CV
-  Elaine Pearson CV
-  Karen C Kaser CV
-  Tara C Nuwal CV
-  Tomas Bano CV
-  Tommy Philips CV

CJ Vitae







-  Aaron Tyksinski CV
-  Angela Goins CV
-  Antonio Hernandez CV
-  Ashley Blackburn CV
-  BARBARA BELBOT
-  Benito Robles CV
-  Charles Pelz CV
-  Clete Snell CV
-  Dana Smith CV
-  David Flores CV
-  Dawn McCarty CV
-  Edward Baldazo CV
-  Heather Goltz CV
-  Hsiao-Ming Wang CV
-  Janice Ahmad CV
-  Jay Coons CV
-  Jennifer Battle CV
-  Jennifer Chiotti CV
-  Jim Dewey CV
-  John A McConnell CV
-  Joshua Reynolds CV
-  Judith Harris CV
-  Karina Rodriguez CV
-  Keith Branch CV
-  Krista Gehring CV
-  Larry Karson CV
-  Laura Valcore CV
-  Linda Clark CV
-  Lois Dewey CV
-  Lori Brusman-Lovins CV
-  Marilyn McShane CV
-  Mark Kellar CV
-  Martha Gallien CV
-  Mary Pelz CV
-  Mary Rodriguez CV
-  Matt Johnson CV
-  Melisa Baker CV
-  Melody Threadcraft CV
-  Michele Munzer CV
-  Mike Cavanaugh CV
-  Nathan Nguyen CV
-  Rachel Portnoy CV
-  Rebecca Pfeffer CV
-  Richard H Hill CV
-  Rick Powers CV
-  Shahnaz Savani CV
-  Shakira Cruz CV
-  Shannon Fowler CV
-  Stephen Morrison CV
-  Steve Wernet CV
-  Tacy Kalenda CV
-  Traqina Emeka CV

■ CSET Vitae





















-  Albert Condello CV
-  Ali Nikzad CV
-  Arash Rahmatian CV
-  Carl Brown CV
-  Cyril Harris CV
-  Dvijesh Shastri CV
-  Edward Sheinberg CV
-  GV Krishnan
-  Hong Lin CV
-  James Cortese CV
-  Jan Koehn CV
-  Jonathan Grant CV
-  Jorge Alba CV
-  Jose Castellanos CV
-  Kenneth Oberhoff
-  Kulwant Singh CV
-  Mohammad Hossain CV
-  Navid Tabrizi CV
-  Oner Celepcikay CV
-  Orlando Munoz CV
-  Padma Rao CV
-  Patrick Amelia CV
-  Shengli Yuan CV
-  Vassilios Tzouanas CV
-  Victoria Baker CV
-  Weining Feng CV
-  William Little CV



■ ENG Vitae

-  Adam Ellwanger CV
-  Amanda Rudd CV
-  Amy Larsen CV
-  Ann Jennings CV
-  Anthony Chiaviello CV
-  Arthur Sanders
-  Beatrice Birchak CV
-  Benjamin Lourence CV
-  Cara Murray CV
-  Catherine Howard CV
-  Chanelle Benz CV
-  Chuck Jackson CV
-  Claire Kennedy CV
-  Claudia Smith CV
-  Cody Dolan CV
-  Cynthia Williams CV
-  Dagmar Scharold CV
-  Dawn Jackson-Bradford CV
-  Farnoosh Moshiri CV
-  Farran Norris Sands CV
-  Giuliana Lund CV
-  Godwin Agboka CV
-  Heather Seratt CV
-  James Cortese
-  Jane Creighton CV
-  Jillian Hill CV
-  Joan Wedes CV
-  JoAnn Pavletich CV











-  Johanna Schertz CV
-  Jon Harned CV
-  Jon Nelson CV
-  Joseph Sample
-  Kala Dunn CV
-  Laura Stevens CV
-  Leif Behmer
-  Linda Coblenz CV
-  Linda Garza CV
-  Malcom Williams CV
-  Matt Walker CV
-  Merrilee Cunningham CV
-  Michael Dressman CV
-  Michael Duncan CV
-  Michelle Moosally CV
-  Natalia Matveeva CV
-  Nell Sullivan CV
-  Olin Bjork CV
-  Patricia Golemon CV
-  Paul Fortunato CV
-  Paul Kintzele CV
-  Paul Kintzele CV
-  Peter Greenfield CV
-  Richard Ogle CV
-  Robert Jarrett CV
-  Robin Davidson CV
-  Sandra Dahlberg CV
-  Sara Farris CV
-  Semira Taheri CV
-  Sucheta Choudhuri CV
-  Tammis Thomas CV
-  Tiffany Ware CV
-  Vida Robertson CV
-  Wayne Schmadeka CV
-  William Gilbert CV
-  William Waters CV

 FACS Vitae



































-  Alicia Yancy CV
-  Anisul Islam CV
-  Beverly Rowe CV
-  Burton Burrus CV
-  Cathy Zishang Liu CV
-  Charles A Smith CV
-  Charles Lewis CV
-  Christopher Bailey CV
-  Chu Nguyen CV
-  Darshan Wadhwa CV
-  Diana Pence CV
-  Don Holmes CV
-  Dorothy Richards CV
-  Douglas Crosby CV
-  Ernest J Harden Jr CV
-  Felicia Wright CV
-  Gary Greer CV
-  Gene Jones CV
-  Gregory Williams CV
-  Herbert Rebhun CV

-  Houghton Brown CV
-  James Yurick CV
-  Jon Pope CV
-  Joseph Fomukong CV
-  Jou Yih-Yaw CV
-  Justo Manrique CV
-  Keith Martin Wright CV
-  Kenneth Klein CV
-  Kevin Jones CV
-  Leonie Karkoviata CV
-  Linda Bressler CV
-  Luis Cedeno CV
-  Marvin Williams CV
-  Mary Sykes CV
-  Michele Wilson CV
-  Minh Bui CV
-  Moazzam Khoja CV
-  Myra Davis CV
-  Nathani, Salim CV
-  Niankara, Ibrahim CV
-  Ohaness Paskelian CV
-  Peter Devries CV
-  Peter Ren CV
-  Ponce, Patrick CV
-  Prakash Deo CV
-  Rahul Verma CV
-  Ralph Butler CV
-  Randall Serrett CV
-  Richard McMahon CV
-  Rolando Peleaz CV
-  Roni Farabee CV
-  Ruth Robbins CV
-  Salim Nathani CV
-  Samuel Penkar CV
-  Shohreh Hashemi CV
-  Sondra Kellar CV
-  Syed Ali CV
-  Tahereh Jafari CV
-  Terry Kidd CV
-  Thai Nguyen CV
-  Tony Van Slyke CV
-  Utpal Bose CV
-  Victoria Chin CV
-  WanJu Franz CV
-  Zehai Zhou CV
-  Zhenyu Zhang CV

















 MMBA Vitae
















































-  Angela White CV
-  Angelia Tucker CV
-  Ben Aderholt CV
-  Ben Cavazos CV
-  Brandon Meyers CV
-  Brett Hobby CV
-  Brian Drake CV
-  Bridgett Wilkins CV
-  Bryan Nguyen CV
-  Carol Brace CV

 Carole Anhalt CV
 Caroline Le Bon CV
 Carolyn Ashe CV
 Cassandra Auzenne CV
 Charles Strain CV
 Christine Cockrell CV
 Chynette Nealy CV
 Corey Hynson CV
 Cory Angert CV
 Craig Hemphill CV
 Dalia Sherif CV
 Daniel Kennebrew CV
 Danyette Hemanes CV
 David Epstein CV
 Donald Ball CV
 Donna Kohlhausen CV
 Doug teDuits CV
 Eladio Reid CV
 Elias Keedy CV
 Eligah King CV
 Erica Contreras CV
 Erin Alexander CV
 Faiza Khoja CV
 Gail Evans CV
 Garry Smith CV
 Gary Stading CV
 Isiah Brown CV
 Jacqueline Smith CV
 James Davis CV
 Jamie Daigle Jones CV
 Jane Fly CV
 Jason Gregory CV
 Jeff Adams CV
 Jennifer Rodriguez CV
 Joe Bentley CV
 John Dillard CV
 John Tatum CV
 Jonathan Davis CV
 Joseph Bentley CV
 Karen Theriot CV
 Katharine Martin CV
 Keith Dickinson CV
 Ken Bielicki CV
 Kenneth Ta CV
 Kevin Barksdale CV
 Kim Gleason CV
 Kimberly Duck CV
 Kurt Stanberry CV
 LaShawn Launza CV
 Latrisha Goodwin CV
 Lee Usnick CV
 Lisa Anderson CV
 Lloyd Wright CV
 Loren Brown CV
 Lucille Pointer CV
 Madeline Johnson CV
 Margaret Shipley CV

-  Marjorie Murphy CV
-  Martin Monroe CV
-  Melissa Gonzales CV
-  Michael Schuster CV
-  Michele Wilson CV
-  Michelle Wicmandy CV
-  Mohamad Nayebpour CV
-  Ndamukong Tangeh CV
-  Nguyen Griggs CV
-  Nicole Conda CV
-  Omprakash Gupta CV
-  Pamela Hurley CV
-  Pamela McMillon CV
-  Raenada Wilson CV
-  Robert Irabor CV
-  Robert Robinson CV
-  Robin Kessler CV
-  Samuel Brian Greene CV
-  Sarah Walker CV
-  Stephanie Gaffron CV
-  Steve Zhou CV
-  Steven Coy CV
-  Steven Halterman CV
-  Steven Tannous CV
-  Steven Wales CV
-  Tamara Ford CV
-  Tammy Davis CV
-  Thomas Hagerty CV
-  Thomas Strachan CV
-  Thomas Winn CV
-  Tom Clark CV
-  Tonya Davis CV
-  Tracy Davis CV
-  Trevor Hale CV
-  Vanessa Johnson CV
-  Wei Shi CV
-  Wendall Braniff CV
-  Whitney Morgan CV
-  William Dudley CV
-  Xiwei Yi CV

 MS Vitae






-  Anna Simmons CV
-  Arati Pati CV
-  Benny John CV
-  Bonnie Blumberg CV
-  Carol Leanne Campbell CV
-  Carol Vobach CV
-  Donald Hayes CV
-  Edwin Tecarro CV
-  Emmanuel Usen CV
-  Eric Wildman CV
-  Erin Hodges CV
-  Ermelinda DeLaVina CV
-  Fariborz Heydari CV
-  Frankie Solomon CV
-  Gary Greer CV
-  Ha Nguyen CV

-  Hien Nguyen CV
-  Irde Lazo CV
-  Jacek Turski CV
-  Jack Hatton CV
-  Jean Pemba CV
-  Jing Yu CV
-  Joe Idelbird CV
-  John Dozier CV
-  John Patrick King CV
-  John Thomas CV
-  Katarina Jegdic CV
-  Katharine Muire CV
-  Kendra Mhoo CV
-  Leonard Thomas CV
-  Linda Becerra CV
-  Mahmoud Basharat CV
-  Michael Judge CV
-  Michael Porterfield CV
-  Mitsue Nakamura CV
-  N A Leveille CV
-  Navid-Tabrizi CV
-  Norman Morris CV
-  Pete Gomez CV
-  Plamen Simeonov CV
-  Rebecca Quander CV
-  Richard Smalley CV
-  Robert Lea CV
-  Ron Barnes CV
-  Ryan Pepper CV
-  Samuel Chen CV
-  Sangeeta Gad CV
-  Sergiy Koshkin CV
-  Shannon Simon CV
-  Shishen Xie CV
-  Steven London CV
-  Susan Beane CV
-  Tam LeDuc CV
-  Tatiana Kovyrshina CV
-  Thu Nguyen CV
-  Timor Sever CV
-  Timothy Redl CV
-  Vasilis Zafiris CV
-  Vien Nguyen CV
-  Volodymyr Hrynkiv CV
-  William Waller CV
-  Youn-Sha Chan CV
-  Yunwei Cui CV

■ MSME Vitae

-  Joe Olivarez CV
-  Joe Walters CV
-  Thomas Winn CV






























■ NS Vitae















































-  Adriana Visbal CV
-  Ajay Singh CV
-  Akif Uzman CV
-  Alexia Hueske CV
-  Amy Baird CV





































 Augusto Ruiz CV
 Ayorinde Idowu CV
 Bachlien Dang CV
 Brad Hoge CV
 Brian Berger CV
 Byron Christmas CV
 Chioniso Masamha CV
 Chitra Sundaram CV
 Connie Kang CV
 Daniel Coleff CV
 Daniel Haeusser CV
 Danielle McGrath CV
 David Herman CV
 David Lang CV
 Denae Nash CV
 Donald Musselwhite CV
 Elene Bouhoutsos-Brown CV
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 Eszter Tufan CV
 Gerald Kuecher CV
 Ginny Morriss CV
 Hamida Qavi CV
 Heather Sartain CV
 Houston Brown CV
 James Wooten CV
 Jeffrey Flosi CV
 Jerry Johnson CV
 Jessica Galloway-Pena CV
 Jon Aoki CV
 Katharine Jager
 Kenneth Johnson CV
 Larry Sterna CV
 Leslie Breen CV
 Lisa Morano CV
 Luz Vela CV
 Lynn Travis CV
 Mandy Hall CV
 Maria Benavides CV
 Maria Bowden CV
 Mary Jo Parker CV
 Meghan Minard CV
 Mehdi Esmailiyan CV
 Mesias Pedroza CV
 Mian Jiang CV
 Michael Albright CV
 Michael Tobin CV
 Michael Toneff CV
 Mohammad Haque CV
 Monica Rasmus CV
 Neha Parikh CV
 Olga Feliciano CV
 Penny Morris-Smith CV
 Philip Lyons CV
 Poonam Gulati CV
 Prema Robinson CV
 Rachael Mossman CV

-  Rachna Sadana CV
-  Rajnish Verma CV
-  Reyhan Koshkarly CV
-  Robin Jose CV
-  Robin Nagy CV
-  Sanghamitra Saha CV
-  Sara Wright CV
-  Sarita Menon CV
-  Shailaja Yerrapragada CV
-  Shilla Chakrabarty CV
-  Simon Jakubowski CV
-  Sudha Rani CV
-  Sujata Krishna CV
-  Supinder Bedi CV
-  Suzette Mouchaty CV
-  Thelma Quijano CV
-  Tila Hidalgo CV
-  Tracey Simmons-Willis CV
-  Tyra Hessel CV
-  Vishakha Shembekar CV
-  Yi Yan Bai CV
-  Ying Yi CV
-  Yubo Fan CV
-  Yuriy Pinelis CV

■ SOS Vitae

-  Aaron Gillette CV
-  Aisha Siddiqui CV
-  Albert Turner CV
-  Aleha Cantu CV
-  Alton Baines CV
-  Angela Powell CV
-  Angela Tharp CV
-  Anita Chadha CV
-  Ann McCoy CV
-  Anne Egelston CV
-  Anne Kane CV
-  Arthur Vallejo CV
-  Ashton Paniagua CV
-  Austin Allen CV
-  Bernardo Vallejo CV
-  Calvin Simper CV
-  Carlos Bohorques CV
-  Carlos Lazo CV
-  Catherine Vail CV
-  Charles LaMendoza CV
-  Chelsea Ratcliff CV
-  Chi Lawrence Awasom CV
-  Christina Hughes CV
-  Christine Bachman CV
-  Christopher Lay CV
-  Cindy Stewart CV
-  Claude Rubinson CV
-  Clay McFaden CV
-  Daniel Pacious CV
-  Danya Corkin CV
-  David Branham CV
-  David Fairbanks CV











 David Ryden CV
 Derek De la Pena CV
 Duston Mason CV
 Edgardo Colon CV
 Elizabeth Stiegelmeier CV
 Erlanger Turner CV
 Evelyn Ballard CV
 Fabian Van Onzen CV
 Franklin Emeka CV
 Garna Christian CV
 Garry Fry CV
 Gene Preuss CV
 Genevieve Stevens CV
 Gerri Hanten CV
 Greg Getz CV
 Henry Eliassen CV
 James Semones CV
 Jamie Olivares CV
 Janet Altamirano CV
 Jason Caro CV
 Jeffrey Jackson CV
 Jennifer Graves CV
 Jennifer Montgomery CV
 Jimmie Parks CV
 Joanna Kaftan CV
 John Bradley CV
 John Linantud CV
 John Osterman CV
 John Schaff CV
 JOLANTA JASKOLOWSKA-CV
 Jon Wilson CV
 Jonathan Chism CV
 Jonathan Hall CV
 Jose Alvarez CV
 Joseph Schlichting CV
 Joseph Westfall CV
 Julie Vipond CV
 Julie Wilson CV
 Justin Hackett CV
 Katrina Rufino CV
 Kavita Desai CV
 Kevin Braswell CV
 Kristen Capuzzo CV
 Kristin Anderson CV
 Lauren Bloomquist CV
 Leena Thacker-Kumar CV
 Lilian Romero CV
 Lloyd Matzner CV
 Lynette Thibodeaux CV
 Mari Nicholson-Preuss CV
 Mark Schmidt CV
 Mary Portillo CV
 Matiko Bivins CV
 Matthew Bunin CV
 Matylda Osika CV
 Melford Anuna CV
 Melissa Hovsepian CV

-  Melissa Raymundo CV
-  Michael Fonge CV
-  Michael Smith CV
-  Mona Raouf CV
-  Moshen Mobasher CV
-  Nader Naderi CV
-  Nadia Hasan CV
-  Nancy Lopez CV
-  Nisreen Elsayegh CV
-  Pamela Auburn CV
-  Pamela Boveland CV
-  Parker, Jeffrey CV
-  Patrick Williams CV
-  Patti Tolar CV
-  Pavelich, Andrew CV
-  Peter Li CV
-  Robert Tierney CV
-  Roland Thomas CV
-  Ruth Johnson CV
-  Sammy Gouti CV
-  Sanborn, Robert CV
-  Sharla Dunbar
-  Sharonda (Joy) Thomas CV
-  Stacie DeFreitas CV
-  Stephanie Babb CV
-  Stephanie Coleman CV
-  Stephen Morrison CV
-  Susan Henney CV
-  Teresa Stovall CV
-  Theresa Case CV
-  Tina Glenn CV
-  Tina Mougouris CV
-  Tommy Thomason CV
-  Toya Conston CV
-  Travis Crone CV
-  Wanda Mullen CV

 UE Vitae

-  Aaron Tyksinski CV
-  Allyson Burnett CV
-  Alma Lara CV
-  Amelia Hewitt CV
-  Andrew John Branden Kusmick CV
-  Angela Pedrana CV
-  Angie Durand CV
-  Annie Gamett-Monteiro CV
-  Ashely Warren CV
-  Bernardo Pohl CV
-  Carrie Cutler CV
-  Cheryl Shafer CV
-  Christal Burnett CV
-  Colin Dalton CV
-  Deborah Perez CV
-  Debra Mullinnix CV
-  Diane Miller CV
-  Dixie Dudley CV
-  Edward Vargas CV
-  Elaine Pearson CV

 Eva Garcia CV
 Irene Chen CV
 Irma Rohatgi CV
 Isidro Grau CV
 Jacqueline Colton CV
 Jacqueline Sack CV
 Jamie Dickinson CV
 Jane Thielemann-Downs CV
 Janine Groth CV
 Jay Stailey CV
 Jennifer Frick CV
 Jill Davis (Parmeter) CV
 John Kelly CV
 Kasi Bundoc CV
 Kathleen Cox CV
 Kathy Bliss CV
 Katie Ekstrom CV
 Katina Thomas CV
 Kim Pinkerton CV
 Larry Topfer CV
 Laura Mitchell CV
 Lauren Askew CV
 Lisa Edwards CV
 Lotus Hoey CV
 Mari Nicholson-Preuss CV
 Maria Bhattacharjee CV
 Mark Spilman CV
 MARY CHERBONNIER'S CV
 Mary Page CV
 Mary Wisenbaker CV
 Matthew Fugate CV
 Mattie Sharp CV
 Mei-Chih Wang CV
 Michael Connell CV
 Myrna Cohen CV
 Nicole Marker CV
 Olga Moya CV
 Oscar Garza CV
 Owen Roades CV
 Pamela Byrne CV
 Patricia Jefferson CV
 Rachel Portnoy CV
 Rhonda Scherer CV
 Robert Barham CV
 Robert Johnson CV
 ROSA ESTELA GARCIA MATTERN CV
 Sean Haley CV
 Shawn Aykroyd CV
 Stephen White CV
 Sue Mahoney CV
 Susan Nelson CV
 Takisha Bolden-Gastile CV
 Terry, Sylvia CV
 Victoria Chin CV
 Viola Garcia CV
 Walter Barnes CV
 Xandra Williams-Earlie CV

-  Asst Professor of Communication Studies, Requisition #00441
-  Fact_Book_2014
-  Faculty Headcount by Category (Fact Book 2014)
-  PS10.A.16 Performance Evaluation of Tenured Faculty
-  PS10A05 Faculty Performance Evaluations
-  PS10A05_Faculty_Performance_Evaluation_old
-  PS10A13
-  PS10A15 Adjunct Lecturers
-  Sample Faculty Credentials Form, completed for hiring process, 7-15
-  Texas Education Code §111.90-§111.93

3.7.2

Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status. The annual faculty performance evaluation process and student course opinion surveys provide mechanisms for annual and end-of-semester reviews of faculty performance. For tenured and tenure-track faculty, the tenure process and post-tenure review provide additional extensive periodic review.

Annual Faculty Performance Evaluations

Tenured and tenure-track faculty. All tenured and tenure-track faculty are evaluated annually in accordance with **PS10.A.05**, Faculty Performance Evaluations. Under the terms of this policy, the department chair and the tenured and tenure-track members of the department work together to develop specific criteria that are then used to evaluate faculty performance over the next calendar year. These evaluation criteria are distributed to the departmental faculty, the appropriate dean, and the Provost. Tenured and tenure-track faculty must submit a formal report each January 15th covering three categories of performance: teaching, scholarly/creative activities, and service. Until 2015, the policy stipulated that the evaluation be "conducted by the faculty member's department chair, who consults with faculty reviewers" (§3.1.2, 2007 version), but departments had latitude in determining the best method by which their chair consulted with faculty reviewers. Several departments elected a two- or three-person committee of tenured faculty members (including Arts and Humanities, Social Sciences, Urban Education, Computer Science and Engineering Technology, Mathematics and Statistics, and Natural Sciences, with Criminal Justice and Social Work transitioning to the committee model). Other departments used a less formalized system of consultation. For example, the chair of the English Department assigns each performance report to two tenured faculty members for comments, distributing the files evenly among all tenured faculty. However, recent revisions to Faculty Performance Evaluation policy have made the mode of consultation uniform across the University, starting in January 2016, tenured and tenure-track faculty evaluations will be "carried out by the department chair and a subcommittee of the department Rank and Tenure Committee elected by the tenured and tenure-track faculty" (§3.1.3, 2015 version).

Lecturers. **PS10.A.05** also requires lecturers to submit an annual performance report, but leaves procedure and criteria for evaluation to individual departments (§1). To evaluate lecturers, most departments use a variation of the criteria for tenured and tenure-track faculty, excluding the scholarly/creative activities category.

- All lecturers in the College of Business submit to their chair an annual report on teaching and service activities, which are weighted equally.
- Lecturers in the Department of Arts and Humanities submit a report emphasizing teaching activities. The chair and the elected departmental review committee perform the evaluation, which incorporates formal peer-evaluation of teaching.
- Lecturers in the English department submit reports focusing primarily on teaching and secondarily on service, using the same criteria as the tenured and tenure-track faculty. The chair conducts the evaluation, consulting with either the Director of Composition or the Assistant Chair of Administration as appropriate.
- Lecturers in the Department of Social Sciences submit an annual report on teaching and to a lesser degree service. The chair conducts the evaluation.
- In Criminal Justice, lecturers submit a report on teaching and service. The chair evaluates lecturers using the same criteria used for tenured/tenure-track faculty in these two areas.
- Lecturers in the Department of Urban Education submit an annual report, which the chair evaluates using modified criteria designed to accommodate each lecturer's specific areas of responsibility.
- Lecturers in the College of Sciences and Technology are evaluated by their department chair primarily on their teaching activities as evidenced by their syllabus content, adherence to learning outcomes based upon assessment mechanisms, classroom observations, and the end-of-semester Student Opinion Surveys administered by the University.
- In University College, only the BAAS in Applied Administration program has lecturers (since the courses for BS in Interdisciplinary Studies are taught through other colleges, with the exception of the non-credit-bearing senior portfolio course). These lecturers are evaluated by the program chair based on teaching and service activities using a rubric. The Lecturer/Program Chair for Applied Administration is evaluated by the Dean of University College, as is the Lecturer/Program Coordinator for Interdisciplinary Studies.

PS 10.A.05, the policy governing the evaluation, is discussed in the Faculty Handbook (15-16) and is published online, in the policies section maintained by Employment Services and Operations.

Adjunct faculty. **PS 10.A.05** stipulates that adjunct lecturers shall be evaluated by their departments, and **PS10.A.15** on Adjunct Lecturers provides additional procedures for the hiring and evaluation of part-time faculty. Section 2.1.3 of that policy stipulates that each department develop procedures for the supervision and evaluation of adjunct faculty and assign a specific full-time faculty member to supervise and evaluate the adjuncts. The policy further stipulates that results of the end-of-semester student course evaluations (also called Student Course Opinion Surveys) be used along with other criteria to evaluate the adjunct's teaching performance. The department chair is responsible for evaluating adjunct faculty performance in most departments, with the following exceptions:

- In the Department of English, the Assistant Chair for Administration evaluates adjuncts teaching in composition or literature, while the Professional Writing Coordinator evaluates any adjuncts teaching Professional Writing courses.
- In the Department of Mathematics and Statistics and the Department of Natural Sciences, the assistant chairs and the various program committees assist the chair in evaluating adjuncts.
- In University College, the Program Chair for Applied Administration evaluates adjunct faculty. (The Interdisciplinary Studies program does not have its own faculty.)

Information about **PS 10.A.15**, the policy governing adjunct faculty employment and evaluation, is published in the *Faculty Handbook* (16-17) and online, in the Policies section maintained by Employment Services and Operations.

Process for Appealing Annual Review

Faculty members may appeal their ratings by requesting a performance review by a departmentally-elected committee comprised of at least three tenured members of the department. The committee reviews the faculty member's performance and the chair's evaluation, and recommends a rating to the dean separately from the chair. Faculty members dissatisfied with the dean's resolution of their appeals may file a formal grievance in accord with **PS 10.A.02, Faculty Grievance Policy** (§3.1.10).

Student Course Opinion Surveys (PS 03.A.26)

In accordance with **PS 03.A.26**, the University administers Student Course Opinion Surveys (also known as student course evaluations) for every course, no matter the tenure status of the faculty or the course-delivery mode. These course evaluations are used by department chairs and/or adjunct supervisors as an important tool for evaluating teaching performance annually, and they also allow chairs, and rank and tenure committees, to evaluate teaching efficacy comparatively over time. In Fall 2011, the University shifted from paper evaluations to an online format, and in Fall 2014, the University adopted IDEA online evaluations, which provide data on students' perceptions of their own achievement of the course's specific learning outcomes.

PS 03.A.26, the policy governing the administration student opinion surveys, is published online, in the policies section maintained by Employment Services and Operations. Information for faculty about the **IDEA course evaluations** is published online.

Rank and Tenure Review Process

Under the terms of [PS 10.A.01, Rank and Tenure System](#), all tenure-track faculty must submit intermediate reports presenting evidence of excellence in teaching, service, and scholarly/creative activities in their second and fourth years on the tenure track. These reports are evaluated by the departmental rank and tenure committee and the department chair, who provide the candidate with written feedback. Candidates submit a full tenure and promotion dossier in the Fall semester of their sixth year (unless they have negotiated a shortened probationary period), which is evaluated by the departmental committee, the department chair, the dean, the University Rank and Tenure Committee, and the Provost, who makes a recommendation to the President based upon the evaluations performed at the other levels.

Associate professors may apply for promotion to professor, with a minimum number of six years at the associate level recommended. Applicants for promotion to professor must submit a dossier presenting evidence of a sustained "record of excellence in teaching, leadership in both service and professional activities, major contributions in scholarly/creative activities, and has used his/her talents to benefit the department and university" (PS 10.A.01, §2.2.5.4), which is evaluated by the departmental committee, the department chair, the dean, the University Rank and Tenure Committee, and the Provost, who makes a recommendation to the President based upon the evaluations performed at the other levels.

Information about Rank and Tenure procedures and about PS 10.A.01 is published in the [Faculty Handbook](#) (17-21). PS 10.A.01 is also published online, in the policies section maintained by Employment Services and Operations.

Appealing Tenure Decisions

Faculty members who receive a negative tenure or promotion decision may appeal that decision under the terms of [UHD's Grievance Policy, PS 10.A.02](#), which provides the procedures, timelines, and grounds for filing a formal grievance, including grievances related to tenure and promotion decisions. Faculty members may consult UHD's faculty ombudsman before filing a formal grievance. The ombudsman (typically a senior faculty member who has experience and institutional memory in such matters) provides confidential, non-partisan counsel as to options, processes, deadlines, and methods of recourse before a faculty member files a grievance. PS 10.A.2 specifies procedures for the Grievance Committee to follow in conducting Grievance hearings and coordinating the grievance process. The Grievance Hearing Committee conveys its findings and recommendations in writing to the Provost and the President, who in most cases is the final arbiter of grievances. The policy stipulates that "the President has final authority in all grievances, except in the dismissal of a tenured faculty member. In cases of dismissal of a tenured faculty member, the President makes a recommendation to the Chancellor of the University of Houston System. The Chancellor accepts or rejects the recommendation of the President, then presents the decision to the Board of Regents for approval or disapproval" (§4.7.4). In all non-dismissal cases, the President presents his decision in writing to the grievant, all respondents, the Hearing Committee, and the Grievance Committee Chair within fifteen days of receiving the Hearing Committee's recommendation (§4.7.3).

A description of the grievance process is published in the [Faculty Handbook](#) (29-30), and the policy is also published online in the policies section maintained by Employment Services and Operations.

Post-Tenure Review

All tenured faculty are subject to post-tenure review under the terms of [PS10.A.16, Performance Evaluation of Tenured Faculty](#), and the [Texas Education Code §51.942](#), which requires that "each faculty member tenured at the institution be subject to a comprehensive performance evaluation process conducted no more often than once every year, but no less often than once every six years, after the date the faculty member was granted tenure or received an academic promotion at the institution" (TEC §51.942.c.1). For tenured faculty members not holding administrative positions, the primary mechanism for this review is in fact the annual faculty performance evaluation produced to satisfy [PS10.A.05](#). The performance reviews of chairs and academic deans are conducted according to the procedures discussed in [PS 10.A.11 \(Annual Evaluation of Department Chairs\)](#) and [PS10.A.12 \(Annual Evaluation of Academic Deans\)](#), respectively. Under the terms of post-tenure review, tenured faculty whose performance is in the lowest evaluation category are required to work with their department chair and the departmental Rank and Tenure Committee to prepare and implement a "development plan" to "bring performance to an acceptable level" ([PS 10.A.16, §2.2.2](#)). Failure to satisfy the performance goals set in the development plan constitutes "academic cause" for dismissal and loss of tenure, in accordance with [PS 10.A.06, Faculty Dismissal Policy and Procedures](#).

Information on post-tenure review and PS 10.A.16 is published in the [Faculty Handbook](#) (21). PS10.A.11, PS10.A.12, and 10.A.16 are also published online, in the policies section maintained by Employment Services and Operations.

Sample Faculty Evaluations and Criteria

College of Business evaluations:

[COB Adjunct FAQs](#)
[COB Aggregate Adjunct Self-Evaluations](#)
[COB Faculty Evaluation Rubric January 2015](#)
[COB Rank and Tenure Policies](#)
[COB Fourth-Year Assistant Professor Review](#)
[FACIS Assistant Prof Annual Evaluation](#)
[FACIS Associate Prof Annual Evaluation](#)
[FACIS Professor Annual Evaluation](#)
[MMBA Assistant Prof Annual Evaluation](#)
[MMBA Associate Prof Annual Evaluation](#)
[MMBA Professor Annual Evaluation](#)

College of Humanities evaluations:

[AH Criteria for Tenure](#)
[AH Evaluation Rubrics 2014](#)
[AH Rubrics Pre 2014](#)
[AH Peer Teaching Evaluation](#)
[AH Second-Year Assistant Professor Review](#)
[AH Fourth-Year Assistant Professor Review](#)
[AH Sample Annual Evaluations](#)

[ENG Annual Report Evaluation Grid 2014](#)
[ENG Lecturer Annual Review instructions](#)
[ENG R & T Criteria 2013-2014](#)
[ENG Second-Year Assistant Professor Review](#)
[ENG Fourth-Year Assistant Professor Review](#)

ENG Sample Evaluations for Assistant, Associate, and Professor
ENG Sample Lecturer Evaluation

SOS Annual Evaluation Guidelines 2014
SOS Annual Process for Adjuncts
SOS Assistant Professor Annual Evaluation
SOS Associate Professor Annual Evaluation
SOS Professor Annual Evaluation
SOS Lecturer Sample Evaluation

College of Public Service evaluations:

UE Criteria for Promotion and Tenure 2014
UE Assistant Professor Annual Evaluation
UE Associate Professor Annual Evaluation
UE Professor Annual Evaluation
UE Lecturer Annual Evaluation

CJ Adjunct Policy 3-2012
CJ Annual Faculty Performance Evaluation Criteria
CJ Promotion and Tenure Policy
CJ Second-Year Assistant Professor Review
CJ Fourth-Year Assistant Professor Review
CJ Assistant Professor Review
CJ Associate Professor Review

College of Sciences and Technology evaluations:















CST CMS Dept Guidelines for Promotion and Tenure Spring 2011 (prior to the CST restructuring)
CST MS Guidelines for Promotion and Tenure
CST NS Promotion Criteria
CST Second-Year Review Asst Prof
CST Second-Year Review Asst Prof (Math)

CST Fourth-Year Asst Professor Review (Math & Statistics)
CST Fourth-Year Assist Professor Review (CSET)
CST NS Sample A Lecturer Evaluation
CST NS Sample B Lecturer Evaluation
CST NS Sample Assistant Prof Evaluation
CST NS sample Associate Professor Evaluation
CST NS Sample A Professor Evaluation
CST NS Sample B Professor Evaluation









University College evaluations:

BAAS-AA Lecturer Evaluation #1
BAAS-AA Lecturer Evaluation #2

Sources

- A&H Dept Sample Evaluations & Criteria
 -  AH 2nd year review sample letter
 -  AH 4th year review sample letter
 -  AH CRITERIA-FOR-TENURE
 -  AH New Rubrics Approved Draft 11 6 14
 -  AH Peer Teaching Evaluation
 -  AH Rubrics pre 2014
 -  AH sample annual performance evaluations
- CJ Dept Sample Evaluations & Criteria
 -  CJ 2nd Year Asst Prof Review Letter
 -  CJ 4th Year Asst Prof Review Letter
 -  CJ Adjunct Policy 3-2012
 -  CJ Annual Faculty Performance Evaluation Criteria
 -  CJ Assistant Professor Annual Eval
 -  CJ Associate Professor Annual Eval
 -  CJ Promotion Tenure Policy (11-8-2011) final version

- COB Sample Evaluations & Criteria
 - Adjunct FAQs--COB
 - COB Aggregate adjunct self-evaluations 2013-2014
 - COB Faculty Evaluation Rubric Jan 2015
 - COB Rank and Tenure Policies
 - COB--Fourth Year Review Asst Prof
 - FACIS-- Professor Evaluation
 - FACIS--Assistant Prof Evaluation
 - FACIS--Associate Prof Evaluation
 - MMBA-- Assistant Prof Evaluation
 - MMBA--Associate Prof Evaluation
 - MMBA--Professor Evaluation
 - CST Sample Evaluations & Criteria
 - CST 2nd year review Asst Prof
 - CST Nat Sci sample Assoc Prof eval, name redacted
 - CST Nat Sci Sample B Full Prof eval, name redacted
 - CST Nat Sci Sample B Lecturer eval, name redacted
 - CST Nat Sci sample Lecturer eval, name redacted
 - CST sample Full Professor evaluation, name redacted
 - CST, Nat Sciences sample Assistant Prof eval, name redacted
 - CST--2nd Year Review Sample 2 (Math)
 - CST--CMS Guidelines for Promotion and Tenure Spring 2011
 - CST--CSET 4th year Asst Prof Review
 - CST--MS 4th year Asst Prof review
 - CST--MS Guidelines for Promotion and Tenure
 - CST--NS 4th year Asst Prof Review
 - CST--NS Promotion Criteria
 - ENG Dept Sample Evaluations & Criteria
 - ENG 2ndYrReview Asst Prof
 - ENG 4thYrReview Asst Prof
 - ENG Annual Report Eval Grid 2014
 - ENG Lecturer Annual Review instructions 2014
 - ENG R and T Criteria 2013-2014
 - ENG Sample 2014 Eval Letters for Prof, Assoc, & Asst Prof
 - ENG Sample Lecturer Evaluation
 - SoS Dept Sample Evaluations & Criteria
 - SOS Annual Evaluation Guidelines 2014
 - SOS Annual Evaluation Process for Adjunct Faculty
 - SOS Assistant Professor Sample Evaluation Letter
 - SOS Associate Professor Sample Evaluation Letter
 - SOS Full Professor Sample Evaluation Letter
 - SOS Lecturer Sample Evaluation Letter
 - UC--BAAS-AA program Sample Evaluations
 - BAAS-AA lecturer evaluation #1, Name Redacted
 - BAAS-AA lecturer evaluation #2, Name Redacted
 - Urban Ed Dept Sample Evaluations & Criteria
 - UE Assistant Professor Annual Report
 - UE Associate Professor Annual Report
 - UE Criteria for Promotion-Tenure_Rev2014
 - UE Lecturer Annual Report
 - UE Professor Annual Report
 - IDEA_Faculty_UHD
 - PS03A26
 - PS10.A.05, 2007. Faculty Performance Evaluations
 - PS10.A.06 Faculty Dismissal Policy and Procedures
 - PS10.A.16 Performance Evaluation of Tenured Faculty
 - PS10A01 Rank and Tenure System

-  PS10A02
-  PS10A05 Faculty Performance Evaluations
-  PS10A05_Faculty_Performance_Evaluation_old
-  PS10A11
-  PS10A12_Annual Evaluation of Academic Deans (1)
-  PS10A15 Adjunct Lecturers
-  Tx Education Code 51.942-51.943
-  UHD_Faculty_Handbook_2015

3.7.3

Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) provides ongoing professional development for faculty as teachers, scholars, and practitioners.

In support of its mission to integrate “teaching, service and scholarly research to develop student’s talents and prepare them for success in a dynamic global society,” UHD is committed to promoting teaching and scholarly excellence and thus provides faculty members a range of opportunities for developing and maintaining both scholarly and pedagogical expertise. A number of professional development programs are university-wide and available for the entire faculty. Because the needs associated with research/creative activities and pedagogical best practices sometimes differ from discipline to discipline, some professional development programs are specific to colleges or departments. UHD faculty across disciplines have access to resources and programs that provide opportunities to engage in research and/or creative activities and to stay current in disciplinary knowledge, pedagogical best practices, and academic technology skills.

University-Wide Programs and Services

The University provides a range of faculty-development programs and funding sources to the faculty. These programs are discussed below, in alphabetical order.

Center for Teaching and Learning Excellence

The **Center for Teaching and Learning Excellence** (CTLE) provides programs and services that support faculty development efforts as well as the student success initiatives outlined in the current UHD Strategic Plan. Established in 2013-2014 academic year, the Center was formed through the joint efforts of the UHD Faculty Senate and the Provost’s Office with input based on numerous needs assessments administered by a faculty-driven CTLE Task Force. The Center is overseen by a full-time **CTLE Director and Assistant Director** in collaboration with an Advisory Board of faculty and staff. Current CTLE programs and services focus on faculty pedagogical and curriculum-development efforts, particularly those related to the First-Year Experience, the implementation of high-impact practices, and online education, which are three foci in UHD’s Strategic Plan. CTLE subcommittees of faculty and staff are in place to address each of these three areas. Collectively, over 30 faculty and staff are involved in the daily operation of the CTLE, while many more faculty have benefitted from its programs.

In Academic Year 2014-2015, the CTLE has provided many faculty development programs open to all UHD faculty regardless of rank. In Fall, the CTLE hosted workshops for faculty teaching the freshman and university seminar courses in the new Texas Core, launched a Teaching Circles program to foster collaboration and innovation among faculty, awarded mini-grants for faculty to implement High-Impact Practices, offered professional development grants for faculty completing online education workshops, and facilitated the development of an Online Instruction Rubric for online course evaluation. In Spring 2015, the CTLE offered more than fifteen training sessions and workshops on topics ranging from the use of iPads in the classroom to active learning strategies. Additionally, the Center also held the first annual Teaching and Learning Conference and launched the CTLE Faculty Fellows program and the Course Redesign Initiative, through which the Center helps faculty redesign courses to help increase student success and retention in concert with the goals of UHD’s Comprehensive Student Success Program (CSSP) and Gateways to Completion (G2C) Program. CTLE staff and faculty associates are actively involved in developing curriculum and assisting faculty in redesigning courses through these two externally sponsored programs.

Table 1 lists the faculty-development programs that the CTLE has sponsored since becoming fully operational in July of 2014.

Table 1: Center for Teaching and Learning Excellence Programs AY 2014-2015		
Program/Service	# of Events/Awards	Faculty Served
Workshops Total	12	158
Freshman and University Seminar Workshops	8	50
On Course Workshop	1	30
Freshman Seminar Instructor Community Convocation	2	40
Brief Interventions Webinar	1	20
Teaching Circles Initiative	11	60
High-Impact Practice Grants	15	18
Online Training Grants	4	4
New Faculty Orientation	1	30

Faculty Development Grants

Faculty Development Grants are usually awards less than \$5000 focused on professional and teaching development, in contrast to the scholarly research/creative activity focus of the ORCA awards. The Provost convenes a university-level Faculty Development Grant committee annually, with representatives from all academic departments. A call for proposals is sent out once per year, with guidelines for qualifying projects specified in the CFP. As with the ORCA (described below), the Faculty Development Grant Proposals are reviewed by a departmental committee, the Chair, the Dean, and a university-level committee of faculty. The university-level committee ranks the proposals and funds according to the amount available. In recent years, the funding pool available has been \$44,000 to \$50,000 annually.

New Faculty Orientation

In the fall semester, the University holds a **new faculty orientation program** to introduce new full-time lecturers and tenure-track faculty to University procedures and resources. The orientation program has been the joint venture of the Office of the Provost and University College. In Fall 2014, the Center for Teaching and Learning Excellence (housed in University College) assumed responsibility for organizing and hosting the event.

Office of Academic Assessment (OAA)

The Office of Academic Assessment (OAA) supports faculty and administrators in the assessment and review of UHD’s academic programs. OAA offers faculty a variety of professional development activities that support the University in its mission to “provide strong academic and career preparation” to UHD students and the community. OAA’s professional development activities focus on assessment and improving student learning, and they include workshops and seminars conducted by the OAA staff, webinars, and training customized for individual departments and colleges.

In addition, OAA annually sponsors up to twenty-five UHD faculty members who wish to attend the Texas A&M Assessment Conference, which shares "good practice and tools for implementing assessment to enhance student learning in accordance with current policy across multiple disciplines and institutional functions in higher education" ([TAMU Assessment Conference Brochure](#)). This professional development opportunity is open to all levels of faculty including tenured/tenure track, instructors, and long-time adjuncts. Information on the Assessment Conference can be found in the attached [TAMU Assessment Conference Brochure](#).

Office of Sponsored Research and Programs (ORSP)

The Office of Research and Sponsored Programs (ORSP) assists faculty with identifying sources of funding; developing proposals and budgets; reviewing proposals for compliance with federal, state, and UHD policies; submitting proposals to funding agencies; facilitating liaison activities with program officers; managing awards granted to the University; managing intellectual property; negotiating contracts and subcontracts; and producing financial reports. ORSP uses email to alert faculty to [external and internal funding opportunities](#) and ORSP faculty workshops. ORSP offers all faculty and staff ongoing professional development focused on responsible conduct of research, grant development, and grant management, including:

- [Workshops](#) (see attached brochure for the 2014-2015 workshop schedule for information on topics);
- One-on-one consultation with ORSP staff;
- Customized training to meet the specific needs of individual colleges or departments;
- Webinars.

ORSP also works closely with the Committee for the Protection of Human Subjects (CPHS) and the Institutional Care and Use of Animals Committee, with the Assistant Vice President for Research and Sponsored Programs serving as a nonvoting ex-officio member of both committees. Faculty and staff who serve on these two committees are provided training on the roles and responsibilities of human and animal research review boards through the Collaborative Institutional Training Initiative (CITI) at the University of Miami. Course descriptions for the CITI courses can be found in the supporting documents for this standard.

ORCA Grants

Governed by the [PS 06.A.08](#), the Organized Research and Creative Activities (ORCA) program provides project grants to support scholarly and creative activities by tenured and tenure-track faculty at UHD. These awards are intended to further the mission of the University by contributing to faculty members' ongoing professional development, to the advancement of knowledge in their professional fields, and to the visibility and credibility of the University. The ORCA awards also support pilot projects that lead to developing and submitting proposals to external agencies for significant grant funding. The University typically grants ten to fifteen of these competitive awards annually depending on the availability of funding. The ORCA Committee, which is comprised of tenured and tenure-track faculty from across the University, ranks proposals and makes recommendations on which projects to fund. Faculty can request funds to cover release time, equipment, travel, and other costs of research. [Calls for ORCA proposals](#) are distributed to faculty by email.

In 2015, the University awarded \$104,884.38 in ORCA grants to nineteen faculty members whose projects were recommended by the ORCA Committee. See the attached "[ORCA Awardees List 2015](#)" for recipients' names, project titles, and grant amounts.

Research and Travel Funding from Maintenance and Operation Funds

All colleges are allocated a certain amount of Maintenance and Operations (M&O) funding in the University budget each year that may be used to support faculty research and travel to conferences. The deans distribute these funds to departments. The methods of distributing funds to faculty vary among departments; for instance in some, a fixed amount is assigned to each faculty member, while in others, faculty must request funds from the department chair. The distribution of these funds is discussed below in the section devoted to college-level funding.

Technology Teaching and Learning Center (TTLIC)

The [Technology Teaching and Learning Center \(TTLIC\)](#) provides faculty with training in technology applications in scheduled workshops and personalized one-on-one training. (Attached is a copy of the TTLIC's [March 2015 schedule of training sessions](#).) The TTLIC also provides assistance with instructional design and training in using the Blackboard course-management system effectively. To support the use of appropriate technology in instruction, the TTLIC also offers several Instructional Technology Grants each semester ([IT User's Handbook 41](#)). These grants are designed to promote faculty innovation, creativity, and effectiveness in teaching with technology. Additionally, the Center hosts an annual Technology Learning Conference as a forum for instructors and information-technology experts to exchange ideas about enriching pedagogy with technology.

University Funded Faculty Development Leaves

The university-funded Long-term Faculty Development Leaves are one-semester fully paid leaves awarded to tenured/tenure-track faculty for research or creative activity. The distribution of these awards is governed by [PS10.A.08](#), which notes that the leaves are "intended to enable faculty members to engage in research, writing, field observation, internships, and other suitable professional or academic activities to improve their professional effectiveness" (§1). A call for proposals is sent out to faculty once per year. As with the ORCA grants, the faculty development leave proposals are reviewed by a departmental committee, the Chair, the Dean, and a university-level committee of faculty. The university-level committee ranks the proposals and funds them according to the number of leaves available. As of 2014, the University funds four faculty leaves per year.

College and Department Level Programs

College of Business

The College of Business (COB) supports its faculty's pursuit of excellence in teaching and research through a variety of means in addition to the university-wide programs.

Reduced Teaching Load: The most significant change in faculty support during the last five years has been the reduction in teaching assignments. In 2009, the COB implemented a reassigned-time program that allows faculty members to petition to be re-assigned from teaching one course to engage in research. In 2010, UHD adopted a new teaching load standard moving from eight courses to seven courses per academic year. The combination of these two policy changes has made it possible for most COB faculty to teach six courses per academic year. Over 80% of the COB faculty members have a 3/3 teaching load, resulting in greater research productivity among COB's tenured/tenure-track faculty.

Competitive Professorships with Research and Development Grants. The COB also provides competitive Distinguished Professorships in Accounting, Finance, Enterprise Information Systems, and Petroleum Land Management to support faculty's research and professional development. The Accounting Professorship is a three-year award, while the others are one-year awards. The recipients receive a salary stipend and sizable grant for professional development, research-related expenses, curriculum development, and travel.

Mentoring and Orientation: New faculty members are assigned tenured faculty mentors. The mentor's responsibilities include helping the new faculty member understand the College's expectations for tenure and promotion, advising on teaching practices and service opportunities, and working with the faculty member to address performance concerns. In 2009, the COB developed a new handbook describing services and resources available and how to access them. It also covers key policies and procedures as well as information for achieving tenure and promotion. The COB also provides a fully online orientation and resource portal for adjunct faculty and lecturers. The online orientation covers policies and procedures. The FAQs cover administrative support, class administration, parking, and faculty evaluation topics ([COB Frequently Asked Questions](#)).

Additional teaching support: The COB provides travel and training support for faculty members to attend SAP enterprise software workshops and conferences. As a member of the SAP University Alliance, the COB encourages faculty to integrate SAP applications in their courses. Also, several COB faculty members have completed courses in the Quality Matters online teaching series, and all COB faculty were invited to participate in a special workshop on designing and implementing blended or hybrid courses. The COB has recently hired a full-time media-support technician to help faculty develop videos for their classes, and its website allows for discussion board sharing of best practices and success tips.

College of Humanities and Social Sciences

In addition to the university-wide resources available to its faculty, the College of Humanities and Social Sciences (CHSS) provides a number of opportunities for faculty development at the college and the department level.

Curriculum Support Committee: This college-level committee is chaired by the Associate Dean and consists of full-time faculty departmental representatives. This body considers college-level curricular issues and disseminates information regarding curricular matters. For example, in 2014 and 2015, the committee produced a multidisciplinary "Handbook for Online Teaching," which lays out key best practices and advice for managing the Blackboard platform. Topics covered include, "Ten Markers of a Successful Online Course," "Critical Steps in Developing an Online Course," and tips on how best to organize lectures, discussion boards, exams, and the grade book. At the beginning of each semester, this document is distributed to all faculty who are teaching online. Also, this committee assists faculty in the organization of faculty-led student study-abroad experiences.

Assistant Professor Workshops: This group gives tenure-track faculty from across the college an opportunity to present their research to one another and shape it for presentation and publication. The Associate Dean organizes these meetings and addresses questions related to the annual review and promotion process. In 2014, six papers were delivered to the workshop participants in various stages of completion (see the attached [Assistant Professors Workshop announcement](#)).

Center for Critical Race Studies Scholar-in-Residence Workshops: Each spring, the CHSS's Center for Critical Race Studies hosts a Scholar in Residence, who gives public lectures and conducts workshops with UHD faculty on pedagogical and scholarly issues related to race and ethnicity. In 2014, Dr. Britney Cooper of Rutgers University was the Scholar in Residence, while the poet [Jimmy Santiago Baca](#) served in that capacity in 2015.

Departmental Travel Funding: Social Sciences, English, and Arts and Humanities provide travel funding for tenured and tenure-track faculty. This faculty development funding prioritizes presentation at research conferences, but individual departments do, if the budget allows, provide funding for other kinds of professional development including archival research, pedagogical conferences, institutes, and workshops.

Departmental Speaker Series: "The Social Science Lecture Series" invites both UHD faculty and guest scholars from other universities to present their research to an audience of faculty members and students. In Fall 2014, the series featured three presenters from the UHD Social Science Department and three scholars from Yale University, Rice University, and SUNY Albany respectively.

Instructor Orientations: In August, tenured/tenure track faculty, lecturers, and adjunct faculty meet in their respective departments to learn about University policy, classroom management skills, and departmental expectations. The Social Sciences and English Departments hold a separate retreat for full-time faculty, whereas the Arts and Humanities Department holds a single meeting. In addition, the English Department holds a day-long pedagogical workshop for all Freshman Composition instructors at the beginning of each academic year.

Program Level Activities: While individual academic program coordinators do not have a separate budget at their disposal, faculty have used departmental, University, or external funding to work to promote the full-time and adjunct faculty's development of instructional skills. For example, in Fall 2014, both the director of Freshman Composition program and the Political Science faculty embarked on a Gardner Gateway to Completion curriculum enhancement program for core courses in their respective programs (ENG 1301 and 1302; POLS 2305). To help instructors redevelop the composition curriculum, the Provost provided funds for the Composition Director to hold regular workshops with lecturers and adjunct instructors during the Fall 2014 semester, to discuss best practices and construct assignments for a common curriculum that would best meet the new course learning outcomes. In the case of the political science faculty development project, funds were used to create teaching circles in order to promote curricular and pedagogic transformation, and three faculty members were funded to attend professional development conferences that focused on best practices and student success. In Fall 2014, other program coordinators also facilitated collaboration and the training of the instructors. The History program, as part of "closing the loop" of its program assessment, developed a Blackboard community page to better disseminate teaching resources to adjuncts, including a syllabus template, course learning outcomes, online resources, and sample exam and essay questions. Along similar lines, in Fall 2014, Dr. Paul Mandell, Assistant Professor of Spanish, trained his colleagues in a new online introductory Spanish curriculum, which he designed for introductory Spanish courses in collaboration with McGraw Hill. Examples of such activities are recognized in faculty annual evaluations, either as service or as a teaching activity (see PS 10.A.05 § 3.2, §3.4).

College of Public Service

In addition to the university-wide resources available to its faculty, the College of Public Service (CPS) provides a number of opportunities for faculty development at the college and department level.

Collaborative Research and Travel Funds: Faculty who are engaged in scholarly activities with undergraduate and/or graduate students may seek funding from the College so they can present their work at peer-reviewed professional conferences. Those interested must complete a written proposal describing the project. These awards are specifically targeted to faculty conducting research with UHD students and are supplemental to the high-impact practices grants and faculty development grants provided by the university.

Collaborative Teaching and Research Sites in the Community: The College has identified two sites where professional development, interdisciplinary teaching, and research are being conducted and supported through internal university funding and/or external grants: the House of Tiny Treasures and the Juvenile Justice Center. At both sites faculty and students from Criminal Justice and Urban Education work on professional development, interdisciplinary teaching, and research. The College designates funds to be awarded to faculty who expand upon this idea of interdisciplinary work and collaboration in community schools and agencies.

External Partnerships: The College of Public Service and its constituent departments recognize that a critical aspect of their role is to form and sustain connections with community partners in Criminal Justice, Social Work, and Urban Education. To help faculty sustain these critical relationships and the professional development opportunities they provide, the Department of Urban Education holds regular meetings with their stakeholders through the Center for the Professional Development of Teaching (CPDT) and the Advisory Board for the CPDT. The Department of Criminal Justice held its first external stakeholder meeting in May of 2015 with the express purpose of seeking input for the graduate program in Criminal Justice. Social Work faculty are being supported in hosting focus groups with external partners as they prepare for re-accreditation by the Council of Social Work Education.

In April 2015, the College held its inaugural college-wide bi-annual meetings with external partners to discuss existing collaborations and possibilities for new directions or enhancements to the work in progress. These meetings enhance faculty development in teaching high-impact and service learning courses, in the conceptualization and planning of research projects that respond to the needs of our community partners, and in the identification of collaborative grant writing possibilities.

Journal of Family Strengths: An electronic peer-reviewed journal co-sponsored by the College's Center for Public Service and Family Strengths, the Children at Risk Institute, and the Texas Medical Center, the [Journal of Family Strengths](#) is currently housed in the College. The journal publishes research into family services and public policy designed to strengthen and promote families. The College's association with the journal gives members of the CPS faculty the opportunity to serve on the Journal Task Force, which provides support for the journal's national editorial board, and additionally to serve as book reviewers, peer reviewers for submissions, and Special Issue Editors for themed issues of the journal.

Conference Travel related to State and National Accreditation: The College and its constituent departments support faculty in attending conferences and legislative meetings pertaining to accreditation issues. At present, Social Work is seeking reaffirmation of their Council on Social Work Education (CSWE) accreditation, while Urban Education maintains its Texas Education Agency (TEA) accreditation and is engaged in preparation seeking Council for Accreditation of Educator Preparation (CAEP) accreditation.

Criminal Justice Writing Group: In February 2015, the tenure-track faculty in Criminal Justice initiated a writing group, in which a tenured member of the faculty serves as a mentor to assistant professors. Each month, one tenure-track faculty member sends out a manuscript that is nearly ready for submission to an academic journal. The entire group reads the draft and meets to offer feedback to strengthen the manuscript before it is sent out for review.

College-Level Funds for Individual Professional Development: The College of Public Service through the budget process currently allocates \$1,500 annually per faculty member for professional development. Faculty members may request these funds for travel to conferences for professional presentations of research and pedagogy as well as professional development in areas related to their teaching and/or research. Approval from the Dean is required. Faculty members who exceed the budgeted amount may seek additional funding through university grants for professional development.

In addition, the College and the University support faculty attendance at key local seminars and events such as the Houston Independent School District State of the Schools Address and Luncheon with the Superintendent, the Early Education Matters Summit at Rice University focusing on pre-kindergarten education, the Houston Center for Literacy Leadership Awards Breakfast with the Mayor of Houston and representatives from adult literacy agencies across the city, the Children at Risk luncheons with mayoral candidates, and the Future of the Children Conference.

College-Wide Professional Development Workshops: The College provides its faculty professional-development opportunities through college-wide workshops. For example, in Fall 2014, the faculty participated in a workshop with consultant Dr. Philippa Strelitz titled "Courageous Collaboration and High Performance Teamwork," which was designed to build cohesion following recent leadership changes, to enhance shared understanding of College priorities, to build effective reporting relationships, and to improve communication and collaboration within and across departments. The Fall 2015 workshop will focus on the Winter 2015 issue of the Association of American Colleges and Universities' *Diversity and Democracy: Civic Learning for Shared Futures*, which focuses on publicly engaged scholarship and teaching. In May of 2015, each CPS faculty member was provided with a copy of the journal and a reader's guide constructed by the Dean.

Faculty Development Speaker Series: Faculty who receive university-level ORCA, Faculty Development Leave, and Faculty Development grants are required by the university to send a post-project report to their Department Chair, Dean, and Provost within a semester after completion. Under the leadership of the newly appointed Interim Dean, the College of Public Service has begun holding a faculty-development speaker series beginning in Fall 2015, wherein the recipients of these awards will share with faculty, staff, and students the insights gained and the implications or products of their teaching and research.

College of Sciences and Technology

Faculty development plays an important role in both scholarly activities and teaching in the College of Sciences and Technology (CST). Faculty are encouraged by the Dean and department chairs to pursue available university-level internal funding for professional development in both scholarship and teaching through the UHD Faculty Development, Organized Research, Creative Activities, Faculty Developmental Leave programs, and the new Center for Teaching and Learning Excellence. CST also provides its faculty the following:

Research and Travel Funds: The Dean's Office provides funding to full-time faculty for faculty development through the annual Dean's Travel Awards, along with funds through the Deans' discretionary funds for scholarly and teaching activities that address core priorities of the College (for example, modern pedagogy, assessment, research and educational grant writing workshops, and funds for scholarly conferences). The Computer Science and Engineering Technology (CSET) Department and the Mathematics and Statistics (MS) Department provide approximately \$1,000 of travel funds for faculty development for every full-time faculty member regardless of rank. The Natural Sciences (NS) Department provides limited funding through its Faculty Development Committee, which works with faculty to write successful applications for the UHD Faculty Development, Organized Research and Creative Activities, and Faculty Developmental Leave programs.

Faculty Mentoring: All three departments in CST assign faculty mentors to tenure-track faculty members to guide probationary faculty through their development towards promotion to Associate Professor with tenure.

Seminars Series: Faculty development is also supported by a seminar series in two departments that bring in scholars from across the nation and from international institutions where CST faculty have active collaborations. Both the NS Department and MS Department have an ongoing seminar series throughout the calendar year; both also bring in seminar speakers in computer science and engineering technology in collaboration with the CSET Department.

IRACDA Program for Postdocs: The NS Department participates in the NIH **Institutional Research and Academic Career Development Awards (IRACDA) program** for postdocs at Baylor College of Medicine. This NIH-funded program (which is in its sixth year and second five-year funding cycle) allows NS faculty to serve as mentors to life-science postdocs at Baylor College of Medicine to prepare them for teaching at the university level using modern pedagogy and modern approaches to course and program-level assessment of learning outcomes.

Teaching Circles and Pedagogy Workshops: Other college-level faculty development activities include teaching circles in mathematics and biology for lower division courses, originally funded by the Texas Higher Education Coordinating Board (THECB) through its College Student Success Program (CSSP) and **AVID program**. The Department of Natural Sciences has supported a similar activity through its **TEACH Lunches** (Trading Education and Curriculum Hints) since 2005. While **TEACH Lunches** focus primarily on science pedagogy and assessment, many of its topics are sufficiently broad that invitations are sent across the College and University. Part of its activities were in originally in connection with and funded through UHD's previous QEP (2009).

University College

In addition to having access to the university-wide opportunities available, faculty who teach in the BAAS in Applied Administration program can apply for funding for conference travel and training opportunities. This college-level funding is administered by the BAAS-AA program director. (The BS in Interdisciplinary Studies program is administered through University College, but it has no faculty of its own since the courses are drawn from those offered by departments housed in other colleges.)

Sources

-  AVID website, what-is-avid page
-  CHSS Assistant Prof. Workshops
-  CHSS Handbook for Online Teaching
-  CITI Course Descriptions
-  COB Adjunct and Lecturer FAQs -- orientation handbook
-  CTLC_UHD
-  CTLE About our Staff _ UHD
-  College Student Success Program, THECB
-  Critical Race fac development workshop with Baca 2015
-  Faculty Development Projects Award Announcement (03122015)
-  IRACDA website
-  Instructional Technology Grants, IT Users Handbook 41
-  Journal of Family Strengths editorial board & task force
-  New Faculty Orientation 2015_revised_7-24
-  ORCA Awardees List 2015
-  ORCA Funding Announcement FY2016
-  OSRP Funding Opportunities Announcement 5-2015
-  OSRP Funding Opportunities Announcement 5-2015
-  OSRP Workshop Schedule Brochure
-  PS 06.A.08 Organized Research and Creative Activities (ORCA) Program
-  PS 10.A.08 University Funded Faculty Leave Program
-  PS10A05 Faculty Performance Evaluations
-  SOS LECTURE SERIES
-  TAMU Assessment Conference Brochure 2015
-  TTLC Training Events Calendar and Descriptions March 2015
-  Technology Teaching and Learning Center webpage

3.7.4

Academic Freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) ensures adequate procedures safeguarding and protecting academic freedom through a series of University of Houston System (UHS) Board of Regents Policies as well as four of its own Policy Statements echoing the principles of the Board policies. The UHD Policy Statements are published on the UHD website, while the Board of Regents Policies are published on the University of Houston System Board of Regents website. In addition to being published online, these policies are discussed in a section of the *UHD Faculty Handbook* entitled "Academic Freedom" (22-23).

UH System Board of Regents Policies Protecting Academic Freedom

To establish and clarify the rights and responsibilities of the faculty regarding academic freedom, the Board of Regents adopted [Policy 21.03](#), which applies to the faculty of all the component universities of the University of Houston System:

21.03 Academic Freedom

To establish and clarify the rights and responsibilities of the faculty pursuant to academic freedom, the Board adopts the following policy:

21.03.1 - The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of the faculty member's other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the component University.

21.03.2 - The faculty member is entitled to freedom in the classroom in discussing the subject matter, but the faculty member should be careful not to introduce into the teaching controversial matter which has no close relation to the subject.

21.03.3 - The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, the faculty member shall be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As a person of learning and an educational officer, the faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances. Hence the faculty member should at all times strive for accuracy, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that the faculty member is not speaking for the institution.

This policy in turn informs [Board of Regents Policy 21.07 on Faculty Dismissal](#), which assures faculty that dismissal will not be used to violate "the constitutionally protected rights of an individual" or "to restrain faculty members in their exercise of academic freedom" (§1.B). Similarly, [Board Policy 21.11 on Post-Tenure Performance Review](#) affirms the Board's deep commitment to academic freedom by averring that "Post-tenure performance review policies shall reflect the System's long-standing and sustained commitment to the traditional value of academic freedom. It is the intent of the Board that the implementation of post-tenure performance review policies would not result in compromising this value in any way" (§3.B.2).

UHD Policies Protecting Academic Freedom

As a component university in the University of Houston System, UHD adheres to all Board of Regents Policies pertaining to academic freedom. The University's [PS 03.A.25](#) on Academic Freedom recognizes the "clear and widely recognize principles of academic freedom" set forth by the American Association of University Professors (AAUP) and incorporates these principles, echoing the language used in the Board of Regents Policy 21.03:

2.1 Teaching. The teacher is entitled to freedom in the classroom in discussing subject matter, but should be careful not to introduce into lectures controversial matter that has no direct relation to the subject.

2.2. Research and Publication. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; however, research for pecuniary return should be based upon an understanding with the authorities of the institution.

2.3 Professionalism. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. The teacher who speaks or writes as a citizen should be free from institutional censorship or discipline, but the special position of a teacher in the community imposes certain obligations. Because a person of learning and an educational officer speaks, the public may judge that the profession and the institution are represented by the teacher's utterance. Hence, the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to avoid the implications of speaking as if on behalf of the institution.

UHD has a constellation of policies ensuring that academic freedom is protected in University practices and procedures related to faculty. For example, [PS10.A.02](#) on Faculty Grievance gives faculty members recourse to the formal grievance process when they believe that their academic freedom has been infringed (§3.1.1). [PS 10.A.06](#) on Faculty Dismissal confirms that dismissal cannot be threatened or used "to restrain faculty members in their exercise of academic freedom" (§2.1.1). Similarly, [PS10.A.16](#) on the Performance Evaluation of Tenured Faculty specifies that tenure revocation cannot be used as a means to restrain academic freedom (§2.1.4).

Statutory Protections for Academic Freedom

The Board of Regents and UHD policies on academic freedom are supported by Title 19 of the [Texas Administrative Code, §7.4.13](#), which requires all Texas higher education institutions to "adopt, adhere to, and distribute to all members of the faculty a statement of academic freedom assuring freedom in teaching, research, and publication."

Academic freedom at UHD is adequately protected by the combination of Board policies, University policies and procedures, and state law addressed in this standard.

Sources

-  PS 03.A.25 Academic Freedom
-  PS 10.A.02 Faculty Grievance Policy
-  PS 10.A.16 Performance Evaluation of Tenured Faculty
-  PS10.A.06 Faculty Dismissal Policy and Procedures
-  Texas Administrative Code Title 19, §7.4
-  UHD Faculty Handbook 2015, Academic Freedom, 22:23
-  UHS Board of Regents Policy 21.03 Academic Freedom
-  UHS Board of Regents Policy 21.07 Faculty Dismissal
-  UHS Board of Regents Policy 21.11 Post Tenure Performance Review

3.7.5

Faculty Role in Governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) publishes policies on the responsibility and authority of faculty in academic and governance matters. In accordance with PS01.A.01, §3.5.1, all policies are published on the UHD website, accessible through links on the Policies page maintained by the Office of Employment Services and Operations (ESO). Policies are also included in the *Faculty Handbook* and the *Staff Handbook*. Relevant academic policies are also discussed in the UHD *Graduate Catalog* (21-38), the UHD *Undergraduate Catalog* (39-52), the *Graduate Guidelines*, and the *Student Handbook*. Additionally, when new policies and revisions of existing policies are approved by the President, ESO notifies the faculty and staff via e-mail (PS01.A.01, §3.5.1).

Overview of Executive Authority in Governance at the University of Houston-Downtown

As one of the four universities comprising the University of Houston System, UHD is governed by the UHS Board of Regents and the current Chancellor Renu Khator. Administrative responsibility for UHD is vested in its President, William V. Flores, who reports directly to the Chancellor and is tasked with implementing all UHS Board policies and overseeing the University's operations in order to ensure that it fulfills its mission. In that capacity, he provides leadership in academic and fiscal matters, including planning, budgeting, assessment, and implementation of policies and programs. He also serves as the official representative of the University within the UH System and to all external groups and constituencies, including local and state government. In short, the President is responsible for overseeing University governance, the structured process by which decisions and policies are made and implemented within the University.

The Faculty's Role in Shared Governance at the University of Houston-Downtown

While the President is the executive head of the university, long-standing academic practice and the University's own policies recognize that multiple constituencies must work cooperatively, usually through representative processes, to achieve institutional success, and that faculty members must be integral to curricular and policy decision-making processes in order for the institution to achieve its mission.

At UHD, **PS 01.A.03 on Academic Shared Governance** establishes the framework for enacting academic shared governance, describing the procedures through which representatives of the faculty and administration work together on policies directly affecting the academic environment. According to this policy, "academic personnel should have primary responsibility for developing those policies which directly affect the academic environment. In developing these policies, processes should be followed which encourage a free and open exchange of ideas, promote collegiality, and ensure understanding and consideration of all institutional perspectives" (PS 01.A.03, §2.1). This policy guarantees the faculty's role in governance as a matter of practice by establishing the three University Standing Policy Committees (Faculty Affairs, Academic Affairs, and Curriculum Committee) authorized to develop and review academic policies, all of which have a majority of faculty representatives (§2.5). The policy also accords faculty a large role on the Academic Affairs Council, which is charged with making "formal recommendations to the president on all policy matters having direct impact on the academic environment" (§2.7.2). Other sections of PS 01.A.03 make provisions for shared governance at the department and college levels, specify the University's committee structure, and describe the general process by which the University's policies dealing with academic matters and faculty affairs are to be developed. Other policy statements address more specific responsibilities of faculty and administrators related to particular tasks; for example, **PS 03.1.12** on Changes to Curricula, Courses, and Program Inventory establishes the faculty's role in program development and **PS 10.A.01** on the Rank and Tenure System establishes the faculty's responsibility in the tenure and promotion process.

UHD policy also recognizes that the faculty has a stake in policies outside the academic purview. According to **PS 01.A.01**, these non-academic policies "will be developed through the office(s) of the senior administrator(s) responsible for the area(s) covered by the policy" (§3.3.2), but after such policies have been developed, they will be circulated to the Faculty Senate, Staff Council, and Student Government Association as information items for comment, which the administrator responsible for the draft considers before finalizing the policy (§4.1.1).

The Faculty Senate is the faculty's official representative body, elected by full-time faculty to represent the views and concerns of the faculty in the University's shared governance process. According to the **Faculty Senate Constitution** (revised June 2014), the Senate's purpose is "to provide an instrument for cooperative action in attending to such professional goals as the members may select." The *Faculty Handbook*, prepared under the aegis of the Faculty Senate, provides a written summary of the major areas of faculty responsibility and authority. The handbook also lists those policies containing regulations that directly affect the faculty, such as **PS 10.A.04** on Faculty Teaching Workload, which establishes the standard faculty teaching load at 21 semester credit hours of classroom instruction or the equivalent per academic year.

Major Multiple-Constituency Shared-Governance Bodies

At University of Houston-Downtown, academic shared governance is facilitated by a system of representative department, college, and university-level committees and councils that advise the President on academic policies, procedures, and standards. A list of university-level shared governance committees, along with links to their minutes, can be found on the **Committees page** on the UHD website. The major shared governance bodies include the following:

Academic Affairs Council(AAC). **Academic Affairs Council** initiates, recommends, and reviews policies and procedures related to academic and faculty activities. This council's purview and pre-eminent place in Academic Shared Governance is established in **PS 01.A.03**. Voting Members include the Provost and Senior Vice President for Academic Affairs (votes to break a tie), the academic deans, the President of the Faculty Senate, the President-elect of the Faculty Senate, the Associate Vice President for Academic Affairs, faculty members from all of the academic departments, and several department chairs. Ex-officio members include the Vice President of Finance and Operations, the Dean of Enrollment Management, a representative of Student Affairs, chairs of the standing policy-writing committees, and representatives of Staff Council and the Student Government Association.

Academic Policy Committee (APC). **APC** is one of three University Standing Policy Committees established by **PS 01.A.03**. **APC** is responsible for "the review and recommendation of policies pertaining to academic standards and regulations" (PS01.A.03, §2.5.2). The membership of the committee consists of two faculty representatives per each degree-granting college chosen through Faculty Senate procedures, three administrative representatives, and two student representatives chosen through Student Government Association procedures.

Faculty Affairs Committee (FAC). **FAC** is one of three University Standing Policy Committees established by PS 01.A.03. **FAC** is "responsible for the review and recommendation of policies pertaining to faculty-related personnel and workload issues and any other matters affecting the professional lives of faculty members" (PS01.A.03, §2.5.1), such as faculty hiring, evaluation, rank and tenure, and grievance issues. The membership of **FAC** consists of two faculty representatives per each degree-granting college chosen through Faculty Senate procedures and three administrative representatives.

University Curriculum Committee (UCC). **UCC** is one of three University Standing Policy Committees established by PS 01.A.03. **UCC** is responsible for reviewing and recommending "policies pertaining to the development and approval of new courses and degree programs and other curriculum changes," as well as "reviewing and approving curriculum changes made under those policies" (PS01.A.03, §2.5.3). The committee's membership includes all department chairs, one faculty representative per each college chosen through Faculty Senate procedures, and two student representatives chosen through Student Government Association procedures.

Planning and Budget Development Committee(PBDC). –The **PBDC** reviews past budgets, plans spending by UHD from all revenue sources, considers each division’s annual spending budget requests, reviews all proposed budget items for consistency with the University’s mission, and determines priorities in the institution’s budget and finance processes. Members include the Provost and Senior Vice President for Academic Affairs; the Faculty Senate President; the Staff Council President, the Student Government President, the Vice President of Employment Services and Operations, the Vice President of Administration and Finance, the Vice President of Advancement and External Relations, faculty representatives from each college, the Dean of Students, the Executive Director of the Library, the Associate Vice President of Academic Affairs, the Director of Academic Budgets and Operations, and the Associate Vice President for Information Technology. The Committee is always chaired by a faculty member. The PBDC replaced the University Planning Council.

President’s Executive Council.The President’s Executive Council brings together upper-level administrators and representatives of the Faculty Senate, Staff Council, and Student Government Association to advise the President on strategic planning, academic and fiscal matters, and external relations. Members include the Provost and Senior Vice President for Academic Affairs, the Vice President for Administration and Finance, the Vice President for Employment Services and Operations, the Vice President for Advancement and External Relations, the academic deans, the Dean of Students, the Dean of Academic Advising and Mentoring, the Associate Vice President for Academic Affairs, the Dean of Enrollment Management, the Faculty Senate President, the Faculty Senate President-elect, the Associate Vice President for Information Technology, the Student Government President, the Staff Council President, and other key members of the university community.

Single-Constituency Bodies Contributing to Shared Governance

Faculty Senate. The **Faculty Senate** is an elected body that gives faculty a collective voice in university-wide issues and in issues relating to the exercise of academic freedom, professional rights, and professional responsibilities. As of 2014, the membership of the Faculty Senate includes the Faculty Senate Executive Committee, elected representatives of tenure/tenure-track (T/TT) faculty from each of the academic departments, and elected representatives of full-time lecturers from each of the academic colleges. The Faculty Senate Executive Committee (FSEC) consists of the Faculty Senate President, the Faculty Senate President-elect (elected every year), the Faculty Senate Past-president, and the Faculty Senate Secretary (elected every two years). Additionally, at the beginning of each academic year, senators elect from their number three at-large representatives to serve on FSEC. The number of representatives for each department is determined by the formula explained in the Senate Constitution.

Staff Council. The **Staff Council** reports to and advises the President. The mission of the Staff Council is to provide a forum for staff members to discuss university issues and provide the staff a collective voice in university matters affecting staff activities and welfare.

Student Government Association (SGA). The mission of the SGA is to serve the collective interests of the student body at the University of Houston-Downtown by promoting communication between students and the UHD Administration. The SGA provides input on university policy affecting students.


Chairs Council. The Chairs Council offers advice to the Provost on academic issues. It is comprised of the chairs of all departments.

Deans Council. The Deans Council advises the President and the Provost on university issues. Members include the deans of all degree-granting colleges, the Dean of Advising, the Dean of Enrollment Management, the Executive Director of the Library, the Associate Provost, the Dean of Students, the Director of Distance Education, and the Assistant Vice President for Research and Sponsored Programs.

Cross References

- Comprehensive Standard 3.2.6
- Comprehensive Standard 3.4.10

Sources

-  [2014_2015_Graduate_UHD_Catalog_Full](#)
-  [2014_2015_Undergraduate_UHD_Catalog_Full](#)
-  [AAC_webpage_with_Roster_FY2015_UHD](#)
-  [Academic Policy Committee webpage](#)
-  [Deans' Council webpage](#)
-  [Faculty Affairs Committee webpage](#)
-  [Faculty Senate 2014-2015](#)
-  [Faculty Senate Constitution, Revised Spring 2014](#)
-  [PS01A01 UHD Policy and Procedure System](#)
-  [PS01A03 Academic Shared Governance Policy](#)
-  [PS03A12 Changes to Curricula, Courses and Program Inventory](#)
-  [PS10A01 Rank and Tenure System](#)
-  [PS10A04_Faculty_Teaching_Workload_Policy](#)
-  [PlanningandBudgetDevelopmentCommitteeRosterAY2015pdf](#)
-  [Policy Actions Authorized by Dr. Flores, email 11-19-14](#)
-  [UHD Committees webpage, with links to Shared Governance Committees](#)
-  [UHD_Faculty_Handbook_2015](#)
-  [UHD_Graduate_Guidelines_2015-2016](#)
-  [UHD_Staff_Handbook_Full](#)
-  [UHD_Student_Handbook_2014-2015](#)
-  [University Curriculum Committee webpage, with roster](#)

3.8.1

Learning/Information Resources

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) provides library and information resources that are appropriate to support its teaching, research, and service mission. UHD's W.I. Dykes Library exists to help fulfill the University's mission, so all aspects of its operations are shaped by the UHD mission and vision.

The W.I. Dykes Library serves UHD students, faculty, and staff in support of the University's mission. The Library's mission is "to support the University's academic programs and to facilitate teaching and learning by providing learning resources, new technology and information service to the faculty, staff and students to meet their curriculum, research and information needs" ([Library Mission](#)). This mission advances and supports the University's mission to create "an inclusive community dedicated to integrating teaching, service and scholarly research to develop students' talents and prepare them for success in a dynamic global society" ([UHD Mission](#)). The Library also contributes to fulfilling UHD's vision, "The University of Houston-Downtown will be a premier city university engaging every student in high-impact educational experiences and ensuring that students graduate with 21st century skills."

To fulfill its mission, the Library continuously stays in touch with student and faculty needs, as noted in [Comprehensive Standard 3.3.1.3](#). Feedback from the UHD community as it pursues the UHD mission shapes the Library's operations, from collection development, to facilities renovation, to promotion and provision of services. Collection development in particular is based on UHD's curriculum and faculty research needs, especially as reflected in faculty feedback and student questions and assignments.

UHD serves students on its main campus, as well as online students and students at off-campus instruction sites. These student locations are core parts of the University's operations and growth. The Library follows as one of its precepts, "Every UHD student is a distance education student," in recognition of the needs of all students of a nonresidential university. Over the last decade, the Library has begun a move to more heavily online collections, services, and communications to serve better the needs of students and faculty.

Facilities and Collections

The W.I. Dykes Library is located in an 86,000 square-foot area on part of the fourth floor and the entire fifth floor of the One Main Building ([Library map](#)), but it actually has two "facilities": the 86,000 square-foot physical facility that serves people who come in person to the downtown campus, and an online facility that serves all UHD students, faculty, and staff wherever they may be. The physical location was expanded and completely remodeled in 2012-2013 to meet the need for spaces to promote the "twenty-first century skills" of technology use and collaboration. The Library's online "location" has been developed based on similar concepts.

Library collections currently include 235 online databases; 342,903 electronic books; 94,649 electronic journals; 203,156 books and periodicals; 4,286 video and audio discs; and 72,600 online video and audio files. The Library aims to maintain adequate physical collections, but the main focus of current Library planning is to build and maintain online collections that offer equal access to online, off-campus, and onsite students.

Emphasis on Digital Resources for All Students

As much of the Library's collection as possible is offered online. All substantial library services are also offered online, especially focused around the Ask-a-Librarian service. This service allows patrons to contact library staff via email, SMS texting, telephone, or Twitter. The Library recently began offering 24/7 chat (live online assistance from librarians) via a contracted service, so that students, faculty, and staff can seek library information at any time they need it. These services help students achieve academic success in their courses, and using the online information sources and communication avenues gives them valuable experience in using twenty-first century tools.

The Library also uses current social media tools to communicate with its constituents. Informing the UHD community of the Library's resources and services is as important as acquiring and developing them. To facilitate wide communication, the Library uses Facebook, a Wordpress blog, online library research guides, Twitter, and Instagram in addition to its website, to increase awareness of the tools the Library has to help students succeed.

Collection Development in Concert with Student and Faculty Needs

Collection development is coordinated by the Assistant Director of Library Technical Services. This position also chairs the Collection Development Committee, made up of all librarians, which meets periodically to discuss best practices, to learn about new tools and procedures, and to make collective decisions about journals and databases. Selection of books and audiovisual works is determined by individual librarians under the oversight of the Assistant Director of Library Technical Services. All decisions are made on the basis of the [Collection Development Guidelines](#), which cover general rules of practice for all materials, as well as specific guidelines for individual subject areas that support teaching, research, or administration.

All librarians participate in collection development as liaisons to at least one academic program. Liaisons work with faculty to identify needs, conduct [library instruction](#), and offer specialized reference services. Liaisons also maintain collection guidelines for each subject area, defining how collections support degree programs and courses, as well as administrative services, research centers, and student organizations. Collection guidelines are also used to inform purchasing decisions, to define collection profiles with various book and e-book vendors, and to define benchmarks that can be used to assess individual collections.

Liaison librarians are responsible for keeping subject collection guidelines up-to-date with changing teaching, research, and service goals. To aid in this work, the Assistant Director receives all updates from the [UHD Course Inventory Request system \(CIR\)](#), the electronic system used for processing new-course proposals and approvals, and passes these updates along to the appropriate liaison. The Assistant Director then works with that liaison to ensure that relevant guidelines are updated. As required by the Texas Higher Education Coordinating Board, the Library also prepares assessment reports for each new degree program to assess the Library's ability to support the proposed program. The liaison leads the production of this report and uses the findings to update guidelines and acquisition strategies.

The Library also receives feedback on collection needs from the [Library Committee](#), made up of one faculty member from each academic department, the Executive Director of the Library, the Collections Acquisition librarian, and a student appointed by the Student Government Association. This committee, chaired by a faculty member, meets several times every school year to discuss support for teaching and research. Each faculty representative on this committee serves as a liaison to their peers in one academic program, soliciting general feedback about library services, as well as requests for specific databases, journals, and books. From time-to-time, the committee also conducts faculty surveys to assess needs and solicit feedback.

The Library receives [student feedback](#) on collections through regular [student surveys](#). More specific recommendations also frequently come to the Library through the online Ask-a-Librarian service, and these requests are given priority. As of January 2015, the Library is also using a demand-driven acquisition service for one large e-book collection, adding more than 100,000 e-books to the previous collection of 342,903 e-book titles. Under this service, e-book purchases are triggered by student use of e-books, rather than by librarians, so the selection of e-books more closely reflects actual student needs.

24/7 Access to Online Collections

Students and faculty have 24/7 access to online collections through the Library website. The website includes a discovery search (EBSCO Discovery), which provides a single search box for most electronic and print publications, as well as the library catalog, databases, journals, and targeted research guides. The University also maintains a proxy server (for offsite credential verification) and a link resolver (an automatic rerouting system from book and journal citation information to the full-text where available) that enable other points of access. For example, students and faculty members can connect to library content directly via third-party tools like Google Scholar without having to go through the Library's portal. These systems also allow faculty to provide links to library content in Blackboard and other courseware, and the Library has dedicated staff and [online guides](#) to help faculty learn how to make content available.

Extended Access to Physical Collections

Physical collections are indexed in the library catalog, which is available 24/7 on the Library website. With the library catalog's "request" feature, UHD students at UHD-Northwest, CyFair, and Kingwood can request delivery of materials from UHD to the on-site libraries at their locations. UHD students at any location can also request delivery of over two million items at UH and UH-Clear Lake. These materials can be delivered to the UHD Library or to any of the off-campus sites mentioned above.

Physical collections at the Library are accessible 85 hours per week during regular semesters and 45 hours per week during intersession periods. This schedule includes evening hours for night students.

To support online access to physical collections, the Library also offers the [Springshare e-Reserves system](#), which allows faculty to post excerpts from print publications online in course-specific pages. Library staff in Access Services work with faculty to ensure compliance with applicable copyright law. There are also procedures in place to facilitate rush ordering for print materials needed for reserves.

Access to Other Collections through Resource-Sharing Arrangements

The Library plays a critical role in supporting the University's mission of scholarly research, but students and faculty may need access to publications not available through the combined online and physical collections. The Library thus uses resource-sharing arrangements to provide students and faculty access to publications not available at University of Houston, University of Houston Clear Lake, or University of Houston Downtown. The Library subscribes to OCLC (Online Computer Library Center, a nonprofit library and research service), affording access to application software and interlibrary-loan privileges from libraries throughout the world. Faculty and students can submit orders online at the Library's website. Articles and book chapters are normally delivered online to faculty and students via their interlibrary loan account. Books and other physical materials are delivered to the Library or to one of the off-campus learning sites.

The Library also has memberships in [TexShare](#), a service of the Texas State Library & Archives Commission, and Amigos Library Services, a regional library network. These organizations provide expedited courier services for interlibrary loan deliveries between libraries in Texas, Oklahoma, New Mexico, and Arkansas, including deliveries between UHD and the various UHD off-campus learning locations.

As members of TexShare, the Library also participates in the TexShare Reciprocal Borrowing Program, which allows UHD faculty and students to check out materials at participating libraries throughout Texas.

Study Rooms and Coffee House

In addition to housing the physical collections, the Library also offers extensive individual and group study spaces. The Fifth Floor houses individual study carrels, quiet study tables, and an open seating area near the 40,000 Windows Cafe, a UHD-sponsored coffee house that provides library patrons a steady stream of caffeine. The Fourth Floor offers a large open reading room for individual study, thirteen group-study rooms with capacities of four to ten students, and two presentation practice rooms with podiums and multimedia equipment.

Library Computing Facilities

Also on the Fourth Floor is the Library's computer lab with 84 computers with network access and Office software, five black-and-white printers, one color printer, and four scanners. When it opened in October 2008, this lab doubled the number of computer workstations in the Library. Since that time, the Library has made further additions based on feedback from regular student and faculty surveys, including two projects to replace and upgrade all lab computers, the acquisition of four scanners, the installation of course-related software (MyITLab, MyMATLab, Respondus), and implementation of wireless printing for student-owned laptops. The Library removed book collections from this space to make room for computers and seating. The computer lab also includes two workstations with adaptive technologies for students with disabilities. Both workstations have wide adjustable desks to accommodate wheelchairs and service animals, as well as JAWS software for screen reading and MAGIC software for magnification. One workstation also has separate equipment to support CCTV magnification of print materials. These workstations were updated further in 2013 based on feedback from the Director of Disability Services and students, resulting in improved monitor privacy, CCTV equipment upgrades, and new adaptive software.















The Library also has two computer labs dedicated for instructional use. One instruction lab has 25 computers for students, as well as a presentation computer with a projector and Smart board. The second instructional lab has 50 computers for students, a presentation computer, and two projectors. Student computers have the same software provided in the Computer Lab, plus JAWS for screen reading and MAGIC for magnification. One instructional lab also has an adjustable desk for wheelchairs. Presentation computers in both labs have interactive software that allows instructors to send interactive polls and other content to students. Students, faculty, and staff can connect to the campus wireless network throughout campus, including both floors of the Library. Wireless printing is available in the Library computer lab.

Cross References

[Core Requirement 2.9](#)

[Comprehensive Standard 3.3.1.3](#)

Sources

-  2013 Student Survey Results(1)
-  2015 Student Survey Results(1)
-  ACRL Info Lit Standards
-  CIR_Swimlane
-  Collection Development - Selection Criteria(1)
-  Distance and Online Education Library Services guide
-  Library Committee webpage, with Roster
-  Library Instruction _ UHD
-  Library Mission _ UHD
-  Mission_and_Vision_UHD
-  Springshare Software(1)
-  UHD Library Progress Card FY2014
-  W. I .Dykes Library Map
-  What Is TexShare__ TSLAC

3.8.2

Instruction of Library Use

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD)'s W. I. Dykes Library ensures that users have access to regular and timely instruction in the use of library and other learning/information resources. The University meets the standard of providing regular and timely instruction in the use of the W. I Dykes Library and its resources by offering **instructional sessions** to all students beginning with new-student orientation through all course levels offered by the University. In addition to face-to-face library instruction, the Library offers online research guides, a manned reference desk, and 24/7 chat service to provide guidance to students and faculty after hours and remotely.

Table 1: Library Instruction and Support 2010-2014						
(Source: FY2013-2014 Progress Card)						
	2010-11	2011-12	2012-13	2013-14	Change from last year	Change from last 3 years
Reference questions answered in person or by phone	14,173	14,456	13,676	11,330	-17.15%	-20.06%
Reference questions answered via electronic media (email, chat, etc.)	589	1,640	1,377	1,301	-5.52%	+120.88%
Total reference questions answered	14,762	16,096	15,053	12,631	-16.09%	-14.44%
Number of class presentations provided	234	224	225	204	-9.33%	-12.82%
Number of students attending presentations	4,598	4,623	4,474	7,781	+73.92%	+69.23%
Page-views of online guides & videos	70,169	93,881	129,374	129,611	+0.18%	+84.71%
Total library visitors	277,509	288,679	355,189	373,063	+5.03%	+34.43%

The Library actively works to ensure that students and faculty are informed about the support services and resources available at the W. I. Dykes Library and through its online portal. The Library offers orientations in face-to-face and online formats to meet the needs of all UHD students and faculty. An online library orientation video is shown to all students attending University College's three-day orientation experience, so that students will learn basic library functions such as the library location and functions (including, but not limited to, the information desk and the circulation desk), how to access course reserves, how to check out study rooms, the location of scanners and copy machines, and costs of printing and printing funds. As part of the University's Summer Fast-Track Institute and the Freshman Summer Success Program a Library Photo Challenge is given to the attendees. These students complete a scavenger hunt-like challenge in which they locate and photograph the use of various library resources. The photo challenge has students engage the library and its resources and learn how to be functional library patrons before the start of the school year. Beginning in fall 2014 an augmented-reality video tour of the library (using Aurasma software) was instituted. This program, a component of UHD's Freshman Seminars, is used to introduce first-year students to library services and information literacy concepts. The augmented-reality tour teaches students about the library and its services in an engaging, student-friendly delivery medium. The augmented-reality tour also introduces students to library staff, thereby encouraging one-on-one instruction when the semester begins.






Using traditional classroom instructional delivery methods, the UHD Library addresses information literacy (the use of the library resources both on and off campus, evaluation of information on the web, and plagiarism) by working with faculty to **administer a survey before** and after library resource instruction to students in a sample of lower-division classes in College Success, English, Educational Technology, Communications, and History. This program is assessed each semester and steps are taken to improve comprehension in any areas of concern. For example, in 2013 assessment results indicated that 16 percent of students did not understand how to connect to library resources when off campus. To address this issue, the Library's instructional staff focused on that off-campus library resource use in subsequent instructional sessions with students. As a result, in 2014 there was over a 2 percent increase in the number of students who understood the how to access library resources remotely (in 2013, 82.31 percent; in 2014, 85.15 percent).

The Library offers course-specific instructional sessions so that students at all course levels are informed of and instructed in the use of library and research resources for their courses. Course-specific **instructional sessions** on library resources are offered throughout the semester, and provided when **requested by faculty**. The Library's instructional sessions are tailored to fit the needs of each course and to support specific assignments as specified by the faculty member. Focused online research guides are created by subject-area librarians to support specific classes and disciplines, and to provide a starting place for students to explore topics and concepts related to the academic disciplines in which they are enrolled. In addition, Library staff provide reference services and the 24/7 online chat service to assist students in the use of library resources.

The use of online orientation videos and other asynchronous instructional delivery modes allow distance students to have the same experiences as students at the downtown campus. In addition, on-site course-specific library instructional sessions are also offered at the distance locations. In 2014, at the request of UHD faculty at distance sites, librarians presented off-campus library resource instruction at UHD-Northwest and at UHD-Atascocita.

The Library conducts continuous evaluation of instruction content and delivery mode accessibility and usability to ensure that students' needs are being met. Surveys are collected from students and faculty, both before and after library instructional sessions. Instructional librarians thoroughly examine both instruments to see if students are learning more than they knew prior to coming into the session. Student and faculty comments are examined regarding course content and delivery and changes are made accordingly. For example, respondents noted that the instructional sessions did not allow sufficient time for individual student research practice. Instructional librarians adjusted to this need by focusing on a comprehensive database, like LibSearch, that allowed students to conduct practice research immediately following the session. Again, librarians emphasize their availability to assist individual students with research and to guide students through more focused database searches. In order for the Library to remain responsive to the resource availability and instructional needs of faculty and students across a diverse array of course offerings, the Library has requested a new position for a Faculty Liaison Librarian in the fiscal year 2015-16 Unit Plan. This librarian, to be hired in the coming academic year, will work closely with the Center for Teaching and Learning Excellence to connect faculty with appropriate library resources and to facilitate the creation of in-person and online instruction to meet curricular needs.

Sources

-  ACRL Info Lit Standards
-  Instruction Pre-Test
-  Library Instruction Request Form _ UHD
-  Library Instruction _ UHD
-  UHD Library Progress Card FY2014

3.8.3

Qualified Staff - Library

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown's W. I. Dykes Library provides a sufficient number of qualified staff who have the appropriate education or experiences in library and/or learning information resources to accomplish the University's mission.

The W. I. Dykes Library has eighteen librarian positions that represent sixteen full-time-equivalent positions (FTEs), and 21 library support staff positions, for a total of 39 librarian and library staff positions, or 37 full-time-equivalent positions. All University librarians hold American Library Association-accredited master's degrees in library science.

The librarian FTEs represent a 23 percent increase over ten years, and the support staff has increased 11 percent. Overall library staff FTEs are up 16 percent over the last ten years. Student headcount has increased 27 percent over the same period and the number of students per FTE-librarian has increased from 878 to 902. The increase in librarians has, however, kept pace fairly well with the increase in student headcount. The Library continues to request positions in the University's planning/budgeting process, and the University has recognized the Library's needs by adding positions over time.

Over the past decade, Library resources and services have become increasingly digital, a factor that has enabled the Library to maintain sufficient staffing levels to accomplish the mission of the University. The increased use of digital resources means that more resources and services can be offered to an ever-larger campus community. As noted in the Library response to standard 3.3.1.3, "Analysis of the past five years of student surveys indicate that an average of 90 percent of UHD students rate their experience at the library as 'good' or 'excellent.'" This is a slight rise from a level of 87 percent in 2005.

The Library periodically reexamines positions and organizational structure in order to maximize the use of library personnel to meet the University's mission. In the last decade, this has resulted in, for example, the addition of distance education as a responsibility for the Interlibrary Loan librarian, the creation of a three-librarian instruction team, the development of an Access Services Coordinator position, the combination of Serials with Electronic Resources, and the redevelopment of a position into the Assistant Director for Library Planning and Assessment.

In 2013-2014, the Library also had its librarians' working environment assessed by the University's Employment Services and Operations unit. As a result, the librarians instituted more frequent division meetings, promulgated new work-culture practices to build inclusion and teamwork, and developed an initial hiring program that has been lauded throughout the University.

Librarians and support staff are encouraged, with funding provided, to participate in training opportunities appropriate to their positions. Many in-house training opportunities are also available to library staff through Information Technology as well as through Employment Services and Operations. The Library offers online webinars several times a year to its staff; particularly productive are the opportunities to view webinars collectively to create a robust collaborative learning experience for library staff.

Librarians are provided with the funding needed to give professional presentations at or attend appropriate state and national library sciences conferences. Many of the University's librarians attend the Texas Library Association's Annual Conference and/or American Library Association's Annual Conference on a regular basis. Librarians and library support staff are encouraged to identify job-appropriate training and conferences that enhance their knowledge and skills.

Librarians are encouraged to hold offices in professional organizations, and/or to become members of committees associated with professional organizations. For example, one multi-year project, the use of augmented-reality techniques to provide library instruction, has been the subject of two national-level presentations by UHD librarians, findings that have also been put into practice at the Library.

The workplace environment for librarians reflects principles of shared governance. For instance, librarians are encouraged to provide input regarding library operations and support-staff classifications, and participate in discussions about career ladders for librarians. The Executive Director of the Library uses this input to prepare assessment materials and budget requests. This process demonstrates the Library's commitment to supporting and retaining qualified, experienced librarians and library staff. Library staffing is sufficient to support the University's and Library's missions, and the Library is constantly working on ways to improve the Library workplace environment.

Name	Title	Responsibilities	Educational Qualifications	Professional experience
Anne Belk	Interlibrary Loan & Distance Education Librarian	<p>Supervises and manages interlibrary loan, including one library assistant staff member.</p> <p>Coordinates and evaluates library resources and services for students and faculty at distance education sites.</p> <p>Provides reference service, serves as subject librarian and faculty liaison for English literature and gender studies, and teaches library instruction classes as needed.</p> <p>Selects materials to support the curriculum and research mission of English literature and gender studies.</p>	<p>Master of Library Science, University of North Texas, 2004.</p> <p>Bachelor of Arts-English, Southwestern University, 2002.</p>	<p>Interlibrary Loan & Distance Education Librarian, University of Houston-Downtown, November 2012 – present</p> <p>Evening Reference Librarian, University of Houston-Downtown, February 2011- November 2012</p> <p>Librarian, Mars Hill Graduate School Library – (Now: The Seattle School of Theology & Psychology), May 2006-January 2010</p>

<p>Lisa Berry</p>	<p>Assistant Director for Library Planning and Assessment</p>	<p>Represents the library in University and system-wide meetings in absence of, or supplement to, the Executive Director.</p> <p>Gathers data on library operations and performance and provides reports for public information, information agencies, and quality control support.</p> <p>Supports planning efforts with information gathering and analysis on library and higher education issues.</p> <p>Oversees budget, procurement operations and library operations in absence of Executive Director.</p> <p>Acts as Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) liaison for the Library.</p> <p>Oversees library capital inventory as property custodian.</p> <p>Selects materials to support the curriculum and research mission of Natural and Health Sciences.</p> <p>Provides reference service and instruction as needed.</p>	<p>Master of Arts in Library Science, University of Missouri-Columbia, 1992.</p> <p>Bachelor of Arts-History, University of Missouri-Kansas City, 1988.</p>	<p>Assistant Director for Library Planning and Assessment, University of Houston-Downtown, July 2014-present.</p> <p>Associate Director, Education and Research Services, Houston Academy of Medicine-Texas Medical Center Library, August 2008-December 2013.</p> <p>Assistant Director, Harrington Library of the Health Sciences, Texas Tech Health Sciences Center – Amarillo, March 1996-July 2008.</p> <p>Librarian, Southwest Resource Development, Inc. – under contract to the U.S. Department of Energy, Amarillo Area Office, October 1992-March 1996.</p>
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<p>Merriann Bidgood</p>	<p>Technology Management Librarian</p>	<p>Coordinates, plans and implements hardware and software for library operations.</p> <p>Recommends policies, establishes work priorities, plans improvements, and identifies opportunities for service improvements.</p> <p>Manages computer lab and electronic classrooms.</p> <p>Acts as liaison to external staff who support hosted services.</p> <p>Maintains library hardware and software in computer labs, electronic classrooms, and staff offices.</p> <p>Configures, installs, maintains, upgrades, troubleshoots and provides customer support for software in computer lab, classrooms and staff offices.</p> <p>Serves as the designated contact for Information Technology and other University of Houston System libraries.</p> <p>Serves on campus- and system-wide committees, and participates in planning for shared technologies and/or services.</p> <p>Provides reference assistance and instruction.</p> <p>Selects materials to support the curriculum and research mission of Writing, Rhetoric, and Communication Studies.</p>	<p>Master of Library and Information Science, University of North Texas, 2012.</p> <p>Bachelor of Arts – Art History, University of Houston, 2000.</p>	<p>Technology Management Librarian, University of Houston-Downtown, February 2015-present.</p> <p>Visual Resources Library Curator, University of Houston School of Art, 2001-2015.</p>
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<p>Pat Ensor</p>	<p>Executive Director, Library Services</p>	<p>Serves as library director for a primarily undergraduate institution with almost 14,000 students in a major metropolitan area.</p> <p>Oversees a budget of over \$4 million, with about 35 library staff members, including 16 librarians.</p> <p>Responsible for planning, budgeting, personnel, and ongoing operation of library.</p> <p>Works with University Advancement to obtain resources from outside the university, markets the library within and outside the institution, and represents the library around the campus and within the University of Houston System.</p> <p>Serves as a member of the Deans' Council, reporting to the Provost and Senior Vice President of Academic Affairs.</p> <p>Selects materials to support UH's mission and research in Higher Education.</p>	<p>Master of Library Science, University of Alabama, 1981.</p> <p>Bachelor of Arts-History, University of Alabama in Birmingham, 1979.</p>	<p>Executive Director, Library Services, University of Houston-Downtown, January 1999-present.</p> <p>Head, Information Services, University of Houston Libraries, October 1992-January 1999.</p> <p>Acting Assistant Director, Public Services, University of Houston Libraries, February 1994-November 1994.</p> <p>Coordinator, Electronic Information Services, Cunningham Memorial Library, Indiana State University, January 1984-September 1992.</p>
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<p>Elena Geilikman</p>	<p>Reference Services Coordinator</p>	<p>Recommends and implements policies and procedures for delivery of reference service and operation of the Library's computer lab.</p> <p>Leads the collaborative maintenance of reference communication tools such as wikis, blogs, Web pages, LibAnswers FAQ.</p> <p>Supervises Evening and Weekend Reference Librarians (1.5 FTE) and a Library Assistant.</p> <p>Coordinates scheduling for provision of reference service.</p> <p>Recommends and coordinates appropriate training for reference librarians.</p> <p>Develops the reference collection, especially online, and serves as a subject librarian and faculty liaison for Fine Arts, Humanities, Spanish and other foreign languages.</p> <p>Provides reference services and one-on-one instruction in use of library resources through various delivery methods to students, faculty, and other affiliated patrons.</p> <p>Prepares lesson plans and teaches library instruction classes.</p>	<p>Master of Library Science, Texas Woman's University, 2006.</p> <p>Non-degree study-Education, Houston Baptist University, 1999.</p> <p>Bachelor of Arts-French and Education, Moscow State Teacher's College of Foreign Language, Moscow, Russia, 1981.</p>	<p>Reference Services Coordinator, University of Houston-Downtown, 2010-present.</p> <p>Evening Reference Librarian, University of Houston-Downtown, 2007-2009.</p> <p>Teacher-French Language, Deady Middle School, Houston, TX, 2004-2007.</p> <p>Library Paraprofessional, The American School of The Hague, the Netherlands, 2003.</p> <p>Teacher-French Language, Watkins Middle School, Houston, TX, 2000-2002.</p> <p>Teacher-French Language, Sunshine Montessori School, Kitchner, Ontario, Canada, 1995-1997.</p>
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<p>Naomi Gonzales</p>	<p>Web Management Librarian</p>	<p>Maintains the library's main web site by providing updates with notices regarding outages, new resources, changes in hours, etc.</p> <p>Programs additional features and functions into the library's web site.</p> <p>Administers a number of the library's online systems that support library services.</p> <p>Provides library instruction to students.</p> <p>Provides reference service to students, faculty, staff and the public.</p> <p>Maintains and develops researches guides in assigned subject areas to guide students and staff in their researches.</p> <p>Selects materials to support the curriculum and research mission of Management, Marketing and Business Administration.</p>	<p>Master of Library Science, University of North Texas, 2012.</p> <p>Bachelor of Arts-English Literature, University of Houston-Clear Lake, 2010.</p>	<p>Web Management Librarian, University of Houston-Downtown, February 2015-present.</p> <p>Technology Coordinator, National Networks of Libraries of Medicine, South Central Region, Houston Academy of Medicine-Texas Medical Center Library, Houston TX, December 2014-February 2015.</p> <p>Public Health Coordinator, National Networks of Libraries of Medicine, South Central Region, Houston Academy of Medicine-Texas Medical Center Library, Houston TX, April 2013-November 2014.</p> <p>Instructional Technologies Librarian, Houston Academy of Medicine-Texas Medical Center Library, Houston TX, June 2012-April 2013.</p>
<p>Paulina Harper</p>	<p>Weekend Reference Librarian</p>	<p>Provides on-site, email, telephone and chat reference service.</p> <p>Performs literature searches using a variety of electronic databases and print tools.</p>	<p>Master of Science-Library Science, University of North Carolina, 200.1</p> <p>Bachelor of Arts-English Rice University, 1999.</p>	<p>Weekend Reference Librarian, University of Houston-Downtown, 2007-present.</p> <p>Electronic Resources Librarian, University of Houston-Downtown, 2004-2007.</p> <p>Serials Librarian, University of Houston-Downtown, 2002-2004.</p>

<p>Megan Hopwood</p>	<p>First Year Experience & Instruction Librarian</p>	<p>Plans, reviews and implements the library's first year experience initiatives, and provides curriculum-integrated instructional sessions primarily to first year students.</p> <p>Develops and implements innovative programming and helps to maintain current innovative technology to engage first-year communities in the library.</p> <p>Provides reference research assistance in person and through electronic means to a diverse clientele including students, faculty, and other affiliated patrons.</p> <p>Collaborates with key partners within academic programs that support the first-year experience.</p> <p>Serves as a subject librarian and faculty liaison, selects materials to support the curriculum and research mission of Writing, Rhetoric, and Communication Studies.</p> <p>Creates and maintains various educational materials as part of the instruction team and with other reference librarians.</p>	<p>Master of Library Science, University of Maryland, 2013.</p> <p>Bachelor of Arts-Psychology, University of Houston-Downtown, 2010.</p>	<p>First Year Experience & Instruction Librarian , University of Houston- Downtown, July 20015-present.</p> <p>Technology Training Assistant, Tomball Community Library, Tomball TX, November 2014-July 2015.</p> <p>Reference Librarian, Lone Star College- Montgomery, Conroe TX, June 2013- October 2014.</p> <p>Library Technician III, University of Maryland-University College, Largo, MD, January 2011-May 2013.</p>
<p>Jovanni Lota</p>	<p>Information Literacy Coordinator Librarian</p>	<p>Coordinates the planning, development, implementation and assessment of the library's instruction programs.</p> <p>Provides direct supervision and leadership to literacy program and instruction staff.</p> <p>Prepares lesson plans and teaches library instruction classes, provides training opportunities for librarians; collaborates with faculty to integrate information literacy concepts.</p> <p>Provides assistance with information requests from students, faculty, and staff; provides research consultations upon request.</p> <p>Selects materials to support the curriculum and research mission of Ethnic Studies, Philosophy and Religion.</p>	<p>Master of Arts in Afro-American Studies, University of California, Los Angeles, 2010.</p> <p>Master of Library and Information Science, University of California, Los Angeles, 2009.</p> <p>Bachelor of Arts-Sociology, California State University, Long Beach, 2007.</p>	<p>Information Literacy Coordinator Librarian, University of Houston-Downtown, 2012-present.</p> <p>Adjunct Dance Instructor, University of Houston- Downtown, 2014-present.</p> <p>Adjunct History Instructor, University of Houston- Downtown, 2012-2013.</p> <p>Instruction/Reference Librarian, University of Houston- Downtown, 2010-2012.</p> <p>Curator/Librarian, M.B. Tolson Black Heritage Center, Langston University Libraries, 2009-2010.</p>

<p>Ryan Ho (Former Employee)</p>	<p>Access Services Coordinator (Position Currently Vacant)</p>	<p>Oversees the workflow of the library's paging, course reserves, and interlibrary loan service.</p> <p>Delegates the maintenance of the library's physical collection, including shelving, shelf reading, and general organization.</p> <p>Coordinates, hires, schedules, and manages circulation staff and student workers.</p> <p>Collects and organizes access services statistics.</p>	<p>Master of Theology, Dallas Theological Seminary, 2007.</p> <p>Bachelor of Arts-Religion, Nyack College, 2001.</p>	<p>Access Services Coordinator, University of Houston-Downtown, 2014-May 2015.</p> <p>Library Assistant, Access Services, William Jessup University, Rocklin CA, 2012-2014.</p> <p>Sales Associate, Ratcliffe's Medical Books, Oklahoma City OK 2011.</p> <p>Textbook Coordinator, Warner Pacific College, Portland OR, 2010-2011.</p> <p>Lead Sales Associate, Dallas Seminary Book Center, Dallas TX, 2003-2009.</p>
<p>Kerry Madole</p>	<p>Supervisor, Library Acquisitions</p>	<p>Supervises and coordinates daily operations of bibliographic verification, ordering, and receiving for print and electronic publications, including selection of appropriate vendors, preparation of requisitions and receiving reports, resolution of order problems, and loading electronic order data.</p> <p>Supervises and coordinates daily operations for payment of vouchers, tracks payments and encumbrances related to library requisitions, and works to ensure timely payments to vendors.</p> <p>Supervises, trains and evaluates acquisitions staff.</p> <p>Works as a team member in Technical Services to plan and evaluate department work.</p> <p>Creates and maintains unit procedures.</p> <p>Reviews expenditures and prepares regular fund reports for librarians.</p>	<p>Bachelor of Science-Professional Writing, University of Houston-Downtown.</p> <p>Certificate in Teaching English to Speakers of Other Languages (CELTA), Cambridge University UK/Lone Star College-CyFair.</p> <p>Course work toward Master of Library Science (Projected Graduation: 2016), Texas Woman's University.</p>	<p>Supervisor, Library Acquisitions, University of Houston-Downtown, July 2012-present.</p> <p>Part-Time Reference Specialist, American College of Acupuncture and Oriental Medicine, Houston TX, July 2013-present.</p> <p>Reference Assistant, Lone Star College/Harris County Public Library-CyFair Branch, Cypress TX, 2003-present.</p> <p>Adjunct Instructor, English as a Second Language (ESL), Lone Star College-CyFair, Cypress TX, 2006.</p> <p>Coordinator I, Project Lead, Lone Star College-Montgomery, Conroe TX, 2002-2003.</p> <p>Editor, the Dateline, University of Houston-Downtown, 2000-2002.</p> <p>Library Assistant, Unocal Oil and Gas, Sugar Land TX, 1999-2000.</p> <p>Senior Library Assistant/Senior Library Clerk, University of Houston, 1994-2000.</p>

<p>Marla McDaniel</p>	<p>Catalog Librarian</p>	<p>Plans, directs, and coordinates library operations for cataloging, processing, database maintenance, and item repairs for materials in all formats.</p> <p>Provides original and complex derived cataloging for materials in all formats, including multimedia and electronic resources.</p> <p>Monitors emerging standards to ensure the accuracy and completeness of bibliographic records, as well as the compatibility of local records with cooperative standards.</p> <p>Serves as liaison to other libraries regarding the management of a consortium library catalog.</p> <p>Recruits, supervises, and evaluates a staff of four fulltime paraprofessional staff members in cataloging, materials processing, and catalog database maintenance.</p> <p>Provides reference assistance in person, by phone, and by online services; participates in library instruction activities.</p> <p>Serves as liaison and collects materials to support the curriculum and research mission of Music, Drama and History of the Americas.</p>	<p>Master of Science, Library and Information Science, University of North Texas, 1995.</p> <p>Bachelor of Music Education, Abilene Christian University, 1984.</p>	<p>Catalog Librarian, University of Houston-Downtown, July 2009-present.</p> <p>Library Researcher I, Scientific and Technical Information Center, NASA Johnson Space Center, Houston TX, September 2014.</p> <p>Catalog Librarian, University of Houston-Clear Lake, Houston TX, 2002-2009.</p> <p>Head of Cataloging, Villanova University School of Law, Villanova PA, 1999-2001.</p> <p>Bibliographic Applications Librarian, Texas Wesleyan University School of Law, Fort Worth TX, 1998-1999.</p> <p>Catalog and Reference Librarian, South Texas College of Law, Houston TX, 1995-1998.</p> <p>Catalog Assistant, South Texas College of Law, Houston TX, 1993-1995.</p>
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<p>Arwen Meador</p>	<p>Circulation/Reference Librarian</p>	<p>Leads, develops, and manages Access Services.</p> <p>Provides reference services and one-on-one instruction in the use of library resources to students and faculty.</p> <p>Prepares lesson plans and teaches library instruction classes.</p> <p>Serves as liaison and collects materials to support the curriculum and research mission of Engineering Technology, Social Sciences and Juvenile Literature.</p>	<p>Master of Library and Information Science, University of North Texas, 2007.</p> <p>Bachelor of Arts-Political Science, Sam Houston State University, 2003.</p>	<p>Circulation/Reference Librarian, University of Houston-Downtown, October 2013-present.</p> <p>Part-time Reference Librarian, University of St. Thomas, Houston TX, November 2014-present.</p> <p>Evening Reference Librarian, University of Houston-Downtown, March 2013-October 2013.</p> <p>Assistant Branch/Reference Librarian, Harris County Public Library System, Humble TX, July 2007-March 2013.</p> <p>Children's Librarian, Bellaire City Library, Bellaire TX, September 2004-July 2007.</p> <p>Docent Program Assistant, Museum of Fine Arts, Houston, March 2004-September 2004.</p>
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<p>Steven Ring</p>	<p>Assistant Director for Library Technical Services</p>	<p>Provides vision, leadership, direction, and expertise for all operations, services, and personnel in the Technical Services Division.</p> <p>Recruits, supervises and evaluates department heads.</p> <p>Advises the Executive Director on acquisition models, collections, library technologies, the organization of information, and policy development.</p> <p>Coordinates the development of all library collections. Trains, mentors, and collaborates with liaisons to establish policies and practices.</p> <p>Manages the allocation of funds from the materials budget.</p> <p>Coordinates assessment of library collections and department operations; promotes continuous improvement of work processes; and provides analysis for the accreditation of academic programs.</p> <p>Serves as liaison and collects materials to support the curriculum and research mission of various programs including Criminal Justice, Math, Engineering and Nonprofit Management.</p> <p>Participates in the library instruction program and provides reference service.</p>	<p>Master of Library and Information Science, University of Texas at Austin, 1995.</p> <p>Bachelor of Arts-History, University of California at San Diego, 1992.</p>	<p>Assistant Director for Library Technical Services, University of Houston-Downtown, 2010-present.</p> <p>Electronic Resources Librarian, University of Houston-Downtown, April 2009- December 2009.</p> <p>Web Management Librarian, University of Houston-Downtown, 2003-2009.</p> <p>General Reference Librarian, University of Louisiana at Lafayette, 2001-2002.</p> <p>Serials Librarian, University of Houston-Downtown, 1999-2001.</p> <p>Serials Order Supervisor, University of Texas at Austin, 1997-1999.</p> <p>Library Assistant I, Serials Cataloging Unit, University of Texas at Austin, April 1997-November 1997.</p> <p>Library Assistant I, Serials Acquisitions Unit, University of Texas at Austin, July 1995-November 1997.</p>
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<p>Lois Smith</p>	<p>Department Business Administrator</p>	<p>Manages \$5 million dollar department budget funds.</p> <p>Supervises daily financial transactions.</p> <p>Supports upper management with events and projects.</p> <p>Performs daily clerical functions including phone, copying, filing and customer service.</p> <p>Prepares basic reports including budget, payroll, revenue and expenditures.</p> <p>Places orders for office supplies, equipment and vendor services.</p> <p>Supervises entry level staff and student workers.</p>	<p>Associates Degree-Business Technology, Houston Community College, 2007.</p> <p>Professional Certification-Medical Assistant, Houston Community College, 2005.</p> <p>Certification-Medical Coding & Billing Specialist, Houston Community College, 2000.</p>	<p>Department Business Administrator, University of Houston-Downtown, 2011-present.</p> <p>Administrative Assistant II-Scholars Academy, University of Houston-Downtown, 2006-2011.</p> <p>Department Secretary, Houston Community College, 2002-2006.</p>
<p>Chris Stempinski</p>	<p>Assistant Director for Public Services</p>	<p>Provides administrative leadership and management for the public services division, which includes reference, circulation, interlibrary loan, distance education, library instruction, and archive.</p> <p>Directly supervises four-and-a-half full-time librarians and indirectly supervises three full-time librarians, two part-time librarians, eight support staff, and up to six student assistants.</p> <p>Develops, implements, and evaluates public services goals and objectives.</p> <p>Serves as a representative of the library in campus community through committee work and planning activities with other campus units.</p> <p>Serves as liaison and collects materials to support the curriculum and research mission of Psychology, Social Sciences and Sociology.</p>	<p>Masters of Library Science, Southern Connecticut State University.</p> <p>Bachelor of Arts-English, Wheaton College, Norton, MA.</p>	<p>Assistant Director for Public Services, University of Houston-Downtown, 2004-present.</p> <p>Collection Development Librarian, New Haven Free Public Library, New Haven CT, 1998-2002.</p> <p>Branch Manager, New Haven Free Public Library, New Haven CT, 1992-1998.</p> <p>Supervising Librarian-Children's Services, New Haven Free Public Library, New Haven CT, 1987-1992.</p>

Sources

Library Staff

-  Anne Belk Resume
-  Arwen Meador Resume
-  Bethany Tschaepe Resume
-  Chris Stempinski
-  Elena Geilikman Resume
-  Jovanni Lota Resume
-  Kerry Madole Resume
-  Lina Wang CV
-  Lisa Berry Resume
-  Lois Smith Resume
-  Marla McDaniel Resume
-  Mary Wilkerson Resume
-  Megan Hopwood Resume
-  Melissa Torres Resume
-  Merriann Bidgood Resume
-  Naomi Gonzales Resume
-  Pat Ensor Resume
-  Paulina Harper Resume
-  Ryan Ho Resume
-  Samuel Weehunt Resume
-  Steven Ring Resume
-  Treva Shawn Anderson Resume

3.9.1

Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) publishes a clear and comprehensive statement of student rights and responsibilities in [PS 04.A.01, the Student Rights and Responsibilities Policy](#), which is disseminated to the campus community in the [Student Handbook \(55-60\)](#) and on the UHD website via the Student Affairs Policy Statements webpage. Additional University and System-wide policies provide detailed procedures to preserve specific student rights and/or enforce student responsibilities in the areas addressed by those particular policies, such as [PS 03.A.19 on Academic Honesty](#), [PS 03.A.22 on Access to Student Records](#), [SAM 01.D.07 on Discrimination and Harassment](#) or [SAM 01.D.08 on Sexual Misconduct](#). The [UHD Student Handbook](#), which also addresses these policies. Incoming students are informed of the Student Handbook's online availability during Orientation.

Policy Statement on Student Rights and Responsibilities

The UHD [Student Rights and Responsibilities Policy \(PS 04.A.01\)](#) conforms to federal law, Texas statutes governing higher education, University of Houston System policies, and SACSCOC requirements. Section 3 of the policy guarantees all UHD students, whether online or face-to-face, the following rights:

- Access to higher education
- Freedom from discrimination
- Freedom of speech, expression, and association
- Rights of privacy
- Rights of due process
- Confidentiality of records
- Participation in university shared governance
- Representative student government
- Student organizations
- Student complaints

All of these policy section numbers refer to the **old policy** that is included in the 2014-2015 Handbook and Catalog. These numbers are different in the 2015-2016 policy on the web.

UHD ensures that students as well as other constituencies are aware of student rights and responsibilities by publishing the [Student Rights and Responsibilities Policy \(PS 04.A.01\)](#) in the current [Student Handbook \(55-60\)](#) and on the UHD website. The University also informs incoming freshmen and transfer students about the policy during the orientation process.

The rights enumerated in the [Student Rights and Responsibilities Policy \(PS 04.A.01\)](#) give students the access, freedom, and safeguards that help them navigate the various processes they encounter as students at the University. These processes include, but are not limited to, those related to classes, student discipline, complaints, and academic records. Additional UHD policy statements, especially in the Academic Policies and Student Affairs Policies sections of the Policy Statement documents, articulate in greater detail the specific procedures and policies undergirding the general rights and responsibilities identified in [PS 04.A.01](#).

Staff and Faculty Training in Student Rights

The University is committed to protecting students' rights in all aspects of its operations. As a Texas state institution and a component university of the University of Houston System, UHD requires that all staff and faculty complete annual training and testing in key ethical and regulatory issues that pertain to students' rights, including equal-opportunity rights and privacy under FERPA, HIPAA, and Texas Public Information Act. Mandatory training includes:

- **Code of Ethics** - Explains ethical conduct requirements found in UH System policies, which apply to all employees.
- **Equal Opportunity** – Explains laws preventing discrimination and sexual harassment.
- **FERPA** - Sets forth requirements regarding the privacy of student records. FERPA governs: (1) the release of these records (known as education records) maintained by an educational institution, and (2) access to these records.
- **Fraud Awareness** – Explains the different types of occupational fraud, why they occur, and how to reduce the risk of fraud.
- **Secure Our Systems** – Educates employees on how to protect sensitive information.

[PS 02.B.12, Employee Development and Training Policy](#) (§3.4) establishes the requirement for employee training in these areas by citing [UH System Administrative Memorandum 02.A.26 Employee Development and Training](#), which makes satisfactory job performance contingent upon completion of the mandatory training: "System mandated training is considered a minimum job expectation of all employees. System employees who do not complete annual mandatory training by the published deadline will not have met their job expectations and will therefore not be eligible for merit increases. Supervisors are responsible for monitoring their employees' training performance" ([SAM 02.A.26, §2.6](#)). UHD's Office of Employment Services and Operations (ESO) informs employees of deadlines for annual training and testing via email. As a result of the mandatory training policies and procedures, the University ensures its employees understand their legal and ethical obligations to preserve student rights.

Student Grievance and Complaint Procedures

General violations and grievances falling under the purview of [PS04.A.01](#) are managed in the Office of the Dean of Students. Students may report a violation of rights or grievance issues that fall under PS04.A.01 in a number of ways, with the policy specifying procedures for the University's resolution of the complaint:

1. A student or constituent may make a **formal written complaint** to the Dean of Students or the Dean's designee. Such complaints are investigated by the Office of the Dean of Students and are forwarded to the appropriate University office for resolution if the issue falls outside the Dean's purview. Dean of Students or the Dean's designee responds to the student in writing regarding resolution.
2. A student or constituent may submit a complaint by using the online [Student Problem-Solving form](#), which is linked to a number of high-traffic pages on the website. Submitted forms are directed via e-mail to the Dean of Students and several designees, who investigate and determine how to address the complaint. The Dean of Students or the Dean's designee responds to the student in writing regarding resolution. Submitted complaints may be answered directly by the Office of the Dean of Students or are forwarded to the appropriate University office for resolution if the issue falls outside the Dean's purview. The Office of the Dean of Students tracks the responses to these submissions to ensure timely response.
3. A student or constituent may make a complaint **in person, via e-mail, or over the telephone** in lieu of submitting the Student Problem-Solving form. The complaints submitted through these means are investigated by the Office of the Dean of Students and are forwarded to the appropriate party for resolution if the issue falls outside the Dean's purview. The Dean of Students or the Dean's designee responds to the student in writing regarding resolution.

4. A student or constituent who wishes to remain anonymous may submit complaints through www.mysafecampus.com, which is linked to bottom of the UH System homepage (and every webpage therein) and to the Current Students webpage under the category "Emergency/Safety." MySafeCampus™ is an independent, third-party incident-reporting system that allows the complainants to choose the degree of anonymity they desire. Complaints submitted through www.mysafecampus.com are routed to the Office of the University of Houston System Internal Auditor, where they are evaluated and forwarded to the appropriate party for investigation and resolution. Submissions to this site are answered by the UH System Internal Auditor.

Complaints or violations pertaining to coursework, course grades (PS 03.A.04, Grading System), and other academic issues (such as academic honesty, which is covered by PS 03.A.19) are initially overseen by the appropriate department chair and/or academic dean and fall under the purview of the Office of Academic Affairs.

Complaints about sexual misconduct are covered by SAM 1.D.08, Sexual Misconduct Policy and are referred to the Title IX Coordinator. Students may file formal complaints about Sexual Misconduct to the Title IX Coordinator, the Employment Services Offices, University Police, or the Dean of Students. Student complaints related to discrimination and forms of harassment other than sexual are governed by SAM 1.D.07, Discrimination and Harassment Policy and are referred to UH System's Title IX Coordinator who works with the University of Houston System's Office of Equal Opportunity Services to ensure compliance with the law.

Student grievance and complaint procedures are covered more extensively in the response to Federal Requirement 4.5.

Rights and Responsibilities of Distance-Education Student

Distance-education students (including those enrolled in online courses and programs) are covered by PS 04.A.01 and have all the rights and responsibilities enumerated in that policy. The narrative for Federal Requirement 4.8.2 on Distance Education Privacy Procedures explains in detail the ways that UH System policy and procedures ensure privacy for students in the online environment.

Cross References

[Comprehensive Standard 3.4.5](#)

[Federal Requirement 4.5](#)

[Federal Requirement 4.8.2](#)

Sources

-  [Family Educational Rights and Privacy Act \(FERPA\)](#)
-  [GLBA, §§6801-6809](#)
-  [HIPAA Privacy Rule Summary, DHHS](#)
-  [MySafeCampus® ___ Anonymous Incident Reporting Systems](#)
-  [PS02A21_Equal_Opportunity_Policy](#)
-  [PS02B12_Employee_Training_Development](#)
-  [PS03A04_Grading_System](#)
-  [PS03A19](#)
-  [PS03A22](#)
-  [PS04A01 Student Rights and Responsibilities_OLD](#)
-  [SAM01D07_Discrimination_and_Harassment_Policy](#)
-  [SAM01D08_Sexual_Misconduct_Policy](#)
-  [SAM02A11_Staff_Performance_Appraisals](#)
-  [SAM02A26_Employee_Development_and_Training](#)
-  [SA_Policy_UHD](#)
-  [Student Problem-Solving Form](#)
-  [UHD_Student_Handbook_2014-2015](#)
-  [UHS_Board_of_Regents_Code_of_Ethics](#)

3.9.2

Student Records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) protects the security and integrity of student records and maintains security measures to protect and back up data.

UHD maintains educational student records associated with the academic and administrative functions of the University, such as admission, advising, registration, enrollment, payment, grades, and academic history. The University takes the security, integrity, and confidentiality of student data very seriously and employs multiple measures to ensure information privacy and security meet all applicable compliance regulations and policies.

UHD adheres to the federal Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach-Bliley Act (GLBA) through the implementation of the [UHD Access to Student Academic Records/Information Policy \(PS 03.A.22\)](#) and [UH System Administrative Memorandum \(SAM 03.A.06\)](#) on the Establishment, Maintenance, and Discontinuance of Credit Card Services as a foundation for its procedures of processing and distributing student academic records. Additionally, UHD fully adheres to Payment Card Industry requirements and is compliant with the Federal Trade Commission's red-flag rules, which are enforced through [UHD's PS 05.A.22 Identity Theft Protection](#).

Paper and electronic records of students who have requested that their information be kept confidential are flagged in the Banner information system, and all requests for data are filtered using the confidentiality flag. Students are notified of the procedure for release of information and confidentiality option via the [Registrar's pages](#) on the UHD Website, the [UHD Graduate Catalog \(36\)](#), the [UHD Undergraduate Catalog](#), and the [UHD Student Handbook](#). The University's website and these publications are introduced to all new students during orientation and are available to all students online. Students may also request a hard copy through the Office of the Registrar or the Office of Student Affairs.

All student records are electronically imaged in the Fortis document imaging system, and access to the images is restricted by account and password protection based on authorized approval of the application owner, thus eliminating the need for paper copies of documents to be distributed throughout the University. Only staff who have been [granted approval](#) have access to Fortis. Student records that are stored on microfiche, paper, or other media are secured in locked storage cabinets in locked offices. Physical access to the on-site data center, which houses the systems where mission-critical data is stored, is restricted to authorized personnel via electronic access control. As a part of data security, data encryption methods are employed for external data access and for backups. Data backups are maintained according to the [UHD Information Technology System Backup Procedures and Rotation Procedures](#), which are described in the [IT Policies and Procedures Handbook](#).

UHD uses an offsite storage vendor to secure copies of the most recent backups of mission-critical information. The backups are stored offsite, in a secure, environmentally safe, and locked facility that is only accessible to authorized University representatives. UHD's Information Technology Department maintains a comprehensive [IT Business Continuity and Disaster Recovery Plan](#) for all critical systems, including the Banner student information system, which addresses data retrieval and other procedures for disaster recovery, a detailed [procedure manual](#) is maintained by IT and is available to appropriate personnel.

In addition to other security measures, the integrity of student records is also maintained by data audits in the Office of the Registrar and Student Records and the Office of Admissions, and through restriction of electronic access to appropriate users. UHD uses strict access procedures for safeguarding student records. [Access to the Banner](#) student records system and the Fortis document imaging system must be authorized by the coordinating data owner in Academic Affairs, Student Affairs, or Business Affairs using the [UHD Banner Approval Form](#) or the [UHD Fortis Approval Form](#). The security of electronic records is maintained through restrictions placed on user access, approvals for data retrieval, student-managed passwords for self-service access with an enforced password expiration policy, daily secured back-ups, and appropriate levels of encryption.

All faculty and staff are required to complete mandatory training associated with system and data security as well as Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach-Bliley Act (GLBA) compliance requirements on an annual basis. To ensure that faculty and staff understand and adhere to regulations on privacy and information security, UHD's [PS 02.B.12 Employee Training and Development Policy](#) and University of Houston [System Administrative Memorandum 02.A.26](#) require all UHD employees to complete mandatory annual training on FERPA, HIPAA, and GLBA regulations and the protection of sensitive constituent information. The University makes merit raises contingent upon successful completion of this training. University employees are informed about this training and testing in the [UHD Staff Handbook \(15\)](#), the [UHD Faculty Handbook \(33-34\)](#), and emails from UHD's Employment Services and Operations. The UH System training includes the following:

- [UHS Secure Our Systems Guide 2014](#)
- [UHS FERPA Training Guidelines](#)
- [UH SAM 01.D.06 – Protection of Confidential Information](#)

UHD takes appropriate steps to ensure compliance with regulations on student privacy and data security. To that end, UHD's Office of Information Security develops, maintains, and makes available online a comprehensive set of guidelines and procedures in accordance with federal, state, UH System and UHD policies and recommended best practices called [UHD IT Security Handbook](#).

Cross References

[Comprehensive Standard 3.10.3](#)
[Federal Requirement 4.7](#)

Sources

-  IT policies and procedures (excerpts)
-  2014_2015_Undergraduate_UHD_Catalog_Full
-  Banner_Approval_Form
-  FY15 Annual Mandatory Training
-  Fin Aid Policy and Proc Security Plan
-  Fortis_Approval_Form
-  GLB Act Guidelines for Faculty and Staff Relating to Customers' Nonpublic Personal Information
-  Graduate Catalog, Release of Records, p. 36
-  IT Business Continuity and Disaster Recovery Plan
-  PS 03 A 22 Access to Student Acad Records
-  PS 05 A 22 Identity Theft Protection
-  PS02B12_Employee_Training_Development
-  PS03A22
-  Registrar Office_UHD
-  Registrar's Office information and forms (with links)
-  SAM 02.A.26 Employee Development and Training
-  SAM 03 A 06 re Credit Card Services
-  Staff Tips - STARS poster
-  Student Handbook
-  System Backup Procedures and Rotation
-  Texas Administrative Code 202 information Security Standard (TAC202)
-  UH SAM 01.D.06- Protection of Confidential Information
-  UHD Faculty Handbook 2015, Mandatory training, 33-34
-  UHD IT Security Handbook
-  UHD Staff Handbook p. 15 on Mandatory Training
-  UHD Student Handbook, pp.12-13, 55-60, re Privacy Rights
-  UHS FERPA Training Guidelines
-  UHS Secure Our Systems Guide 2014
-  Undergraduate Catalog

3.9.3

Qualified Staff - Student Affairs

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. Student Affairs leadership is dedicated to providing students with programs and services that encourage and supports them to achieve their potential as individuals and global citizens in support of the educational mission of UHD. Student Affairs caring, expert, and innovative professionals, strive to create a welcoming environment where students engage, learn, and succeed. With a focus on the needs and aspirations of students, Student Affairs staff provides responsive services, programming, and experiences that give students an active role in shaping the university and a sense of legitimate participation in their educational experience.

Student Affairs professionals are leaders in the field of college and student personnel. Student Affairs leadership members hold advanced and terminal degrees appropriate to their areas of responsibility. The academic credentials of the leadership staff may be found in corresponding professional résumés/vitae attachments. In addition, a complete staff roster describing each individual's job responsibility, education, and experience as related to their responsibilities is attached.

To provide high-quality personnel, Student Affairs has made professional development a priority and supports it with regular leadership team meetings, management training, and professional association membership.

Student Affairs sponsors professional development workshops on topics such as strategic planning, state legislation impacting student affairs, Title IX, and legal issues in higher education. The annual Student Affairs retreat is an opportunity for such training and professional development (See [retreat agenda attached](#)).

Student affairs staff has participated in workshops and staff development programs sponsored by the UHD Department of Employment Services and Operations, to include online UH System training, and other employee development programs tailored to management, supervision and leadership. These training sessions are committed to the expansion of knowledge and skills of managers to move units to success.

In addition, professional association continued training and leadership is also encouraged. Staff are encouraged to attend state and national conferences as the budget permits. Student Affairs staff have participated in workshops and staff development programs offered by the National Association of Student Personnel Administrators (NASPA) and the Texas Association of College and University Student Personnel Administrators (TACUSPA) in addition to other professional organizations as appropriate to their job responsibilities (See [Professional Development chart](#)).

Comprehensive Standard 3.9.3

**Qualified Staff: Students Affairs and Services
Student Affairs**

Name of Institution: University of Houston-Downtown

Date Form Completed: 8-15-2015

Name	Title	Responsibilities	Educational Qualifications	Profession Experience
Beiza, Rocio	Associate Registrar, Graduation	Supervises the online degree audit and graduation unit. Manages degree audit processes for all undergraduate programs, minors, and certificates. Oversees graduation processing - including graduation applications, degree clearance, certification, application status communications with work flow, commencement planning, and diploma production and distribution. Reviews best practices and advises degree audit users on maintenance processes. Analyzes University needs in transitioning to 100 percent degree audit system.	Bachelors of Business Administration in Accounting	8 years progressive leadership experience in higher education. Extensive experience in admissions recruitment and application processing, transfer credit articulation, student registration processing, academic record management (including FERPA compliance administration), catalog maintenance, degree audit and evaluation, graduation application processing, and degree certification.

<p>Cheatham, Chris</p>	<p>Assistant Dean, Enrollment Management</p>	<p>Manages and coordinates projects within the Enrollment Management Department as well as projects on behalf of the Associate Vice President for Student Affairs that may be institution-wide and/ or inter-institutional. Serves as the communication strategist for recruitment and enrollment related matters. Oversees all student communications for Student Affairs (includes print, electronic, web, and social media) and management of communication plans in the University's Client Relations Management (CRM) system. Works with offices to create, update and maintain the communications content and workflow. Serves as key player in assessing, evaluating, and implementing enrollment related programs, processes and services related to student success. Assists in overall recruitment communications and marketing strategy development and execution.</p>	<p>Master of Science in Training and Development</p> <p>Bachelor of Arts in Communications</p>	<p>More than 14 years' experience in higher education with 9 years of leadership experience in managing marketing/communications teams and mid-size departments with operating budgets totaling 650K per year. Extensive experience in overseeing all inbound and outbound communications and enrollment services (including service delivery operations) for students at a large university, and recruiting and retention practices/programs for several large colleges.</p>
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<p>Crass, Sarah</p>	<p>Interim Director, Student Activities</p>	<p>Oversees Office of Student Activities and Events-- including management of four full-time student affairs professionals and the department's operations budget. Coordinates and implements New Student Orientation programming for university. Collaborates with faculty and staff partners to develop program learning outcomes and logistics plans. Recruits, trains, and evaluates Orientation Team (student workers/peer mentors). Serves as Co-advisor for over 40 student organizations and Student Government Association regarding budget, recruitment, effective management, and leadership. Advises and mentors university's Greek Council and Campus Activities Board. Collaborates with campus partners on development and execution of large-scale university events (Gator Leadership Academy, career fairs, health fair, etc.).</p>	<p>Master of Education in Higher Education Administration</p> <p>Bachelor of Arts in Mass Communication</p>	<p>8 years' experience in marketing, public relations, and large scale event planning. 6 years of experience directly advising and mentoring student organizations. Extensive background in Student Development Theory, Leadership Theory, and experience working with students of diverse backgrounds.</p>
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<p>Cunningham, Shannon</p>	<p>Associate Registrar, Academic Scheduling</p>	<p>Leads academic departments and University administrative support areas in class scheduling and classroom management. Conducts detailed enrollment analyses for senior leadership in Academic Affairs and other stakeholders. Analyzes current space use and works directly with academic deans, department chairs, and other faculty/staff to ensure maximum utilization of academic facilities under the control of the Provost. Tracks course proposals and documents approved courses. Manages academic scheduling - including semester class assignments and final exam schedules for both downtown and Northwest campuses. Measures classroom utilization - in accordance with State Space Usage Efficiency (SUE) scoring. Manages facilities inventory- the tracking and reporting process for all space types on campus. Facilitates university curriculum management process--manages tracking and reporting of courses, ensures courses are accurately reflected in Banner Catalog, and publishes catalogs and state curriculum reports.</p>	<p>Master of Library and Information Science</p> <p>Bachelor of Arts in English</p>	<p>10 years of progressive work experience at the University of Houston-Downtown, researching, managing and protecting organizational data. Since 2008, has managed the academic scheduling production process and championed classroom utilization measures to meet State benchmarks. Prior to her career in higher education, she served 10 years in research consulting roles, where data integrity and accuracy were critical priorities.</p>
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<p>Goudeau, LaTasha</p>	<p>Director, Scholarships and Financial Aid</p>	<p>Oversees Office of Scholarships and Financial Aid for University of Houston-Downtown-- including personnel management and department operations. Interprets, analyzes and implements regulatory changes for student aid programs. Calculates student financial aid award packages. Completes Federal Student Aid and State reporting. Supervises staff in the Financial Aid Office and evaluate individual competencies throughout the year. Monitors the Financial Aid Office budget including personnel needs and departmental operating expenses. Develops and maintains departmental policy and procedures manual.</p>	<p>Master of Occupational Technology Training & Development, Bachelor of Science in Industrial Supervision</p>	<p>22 years of progressive financial aid experience within the University of Houston System. As a full-time staff member, Ms. Goudeau has held the following positions: Financial Aid Counselor, Student Loan Coordinator, Assistant Director and presently Director. Each position has required an understanding of the financial aid process as well as the ability to interpret, analyze and implement federal and state regulations. She has personnel management experience as Director of Financial Aid--managing mid to large size departments (10-24 full-time staff members).</p>
<p>Hudson, John</p>	<p>Director, Center for Diversity, Equity and Inclusion</p>	<p>Oversees Center for Diversity, Equity, and Inclusion as well as the Office of International and Study Abroad Program at the University of Houston-Downtown. Develops programs to promote diversity and social justice and assesses outcomes with a focus on their impact as they relate to recruitment and retention. Advisor for Safe Zone (Stand Out!) and other diversity-related student organizations and mentoring-related activities. Cultivates partnerships with community agencies related to diversity and social justice advocacy. Assists and implements diversity-related recruitment efforts. Assists in policy development related to diversity. Plans and manages budgets related to diversity initiatives and obtains funding for programs, activities, and initiatives.</p>	<p>Ph.D. in English with Specialization in Writing Studies, Master of Arts in English, Bachelor of Arts in American Studies, Associate of Arts in Liberal Arts</p>	<p>Ph.D. in English, dissertation on LGBTQ student perceptions of LGBTQ representation in textbooks. More than 8 years of experience in developing and implementing student diversity and inclusivity programs at the University of Houston-Downtown. Serves as Chair of the UHD Diversity and Equity Advisory Council. His research in the area of homophobia and heterosexism has been published and presented.</p>

<p>Ledesma, Lourdes</p>	<p>Associate Registrar, Records, Registration & Reporting</p>	<p>Responsible for the daily management of the Registrar's Office and staff to include several core operational functions including registration, academic records management, end of term processing, grading, reporting, customer service, and commencement planning. Responsible for project management of technical systems and other registrar-related work assignments. Provides technical and analytical support in the development and implementation of strategies related to records management. Works with the University community for the continuing implementation and optimization of systems supporting student registration and records. Maintains compliance with established record release policies and procedures, including the Family Rights and Privacy Act (FERPA) and assists with resolutions of student registration and record problems.</p>	<p>Bachelor of Arts in Interdisciplinary Studies</p>	<p>More than 11 years of experience in the field of higher education. Extensive experience in Registrar's Office providing services related to registration, end of term processing, enrollment and degree verification, grading, state reporting and commencement. Experience with two student system databases (BANNER and PeopleSoft) that provide strong analytical skills to test changes to student systems and improve online and face-to-face services.</p>
		<p>Responsible for fostering the university's commitment to student access and success by actively developing, implementing, and maintaining programs that enrich student learning, build and maintain a strong sense of community, and promote growth through engagement in the life of the university. In doing so, the Associate Vice President for Student Affairs is responsible for creating an environment of collegiality, inclusiveness, and support for the university's diverse student body and providing leadership and direction in the administration of a comprehensive range of services, policies, and procedures. Additionally, the Associate Vice President for Student Affairs is responsible for collaborating with the Provost, Vice Presidents, deans, faculty, students, and others in developing and implementing a university strategic</p>		

<p>LeGrande, Tomikia P.</p>	<p>Associate Vice President, Student Affairs</p>	<p>enrollment plan; and fostering strong relationships with campus constituents in providing strategic and innovative leadership in facilitating programs and services that enhance student outreach, enrollment, retention, and graduation.</p> <p>The Associate Vice President for Student Affairs serves as a member of the Provost senior leadership team and participates in all aspects of institution-wide planning and programs in support of the mission and goals of the university, including meeting the needs of a diverse student population and creating a learning environment where all students (undergraduate, graduate and professional) have the opportunity to succeed.</p> <p>Specific areas of administrative oversight includes, undergraduate admissions, graduate and international admissions, registrar, testing services, enrollment communications, scholarships and financial aid, sports and fitness, disability services, student activities, veteran services, career services, diversity and inclusion, childcare services, student conduct, student government, health services, counseling services and other programs that support, promote and develop enrollment and student life including student information system/technology improvement, and events and conference services</p>	<p>Master of Science in Chemistry</p> <p>Bachelor of Science in Chemistry</p>	<p>Over 12 years of higher education experience in enrollment management, student services and academic success units and initiatives. Management and leadership experience includes former roles of Dean of Enrollment Management, Associate Vice Chancellor of Enrollment Management, Director of Undergraduate Admissions, Director of Graduate Enrollment Management, and Pre-College Program Coordinator at various institutions across the country. Ms. LeGrande has significant experience in strategic planning, new technology implementation, change management, and policy and business process redesign to improve retention, graduation and student satisfaction rates for minority serving institutions. These experiences include creating seamless services and processes across academic and student affairs units to meet the needs of students.</p>

<p>Lightsy, Spencer</p>	<p>Director, Admissions</p>	<p>Oversees the Office of Admissions at the University of Houston-Downtown. Provides leadership, direction, and strategic vision to the entire Admissions organization. Cultivates professional development for the Admissions staff. Provides expertise in the creation, management and implementation of student recruitment strategies to support university enrollment goals. Oversees the admissions operations; oversees the admission process including the evaluation, selection and matriculation of student. Collaborates with university staff, departmental chairs, and faculty in key areas to support and assist in recruitment efforts. Cultivates and maintains relationships with high schools, guidance and community college counselors and alumni to assist in accomplishing enrollment objectives. Analyzes inquiry, application, and deposit trends to identify potential opportunities for advancement or efficiency. Oversees administration of merit, and other special recruitment scholarships. Prepares and maintains the departmental budget. Monitors and evaluates the effectiveness of admission's policies and procedures.</p>	<p>Bachelor of Science in Political Science</p>	<p>15 years progressive leadership experience in higher education--specifically within Admissions Office. Extensive experience with creating recruitment and outreach plans focused on achieving university enrollment goals. Strong background in International Student Recruitment--serving as Director of International Programs for two years prior to his current role as Director of Admissions.</p>
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<p>Love, Ceshia</p>	<p>Director of Graduate and International Admissions</p>	<p>Oversees the Office of Graduate and International Admissions at the University of Houston-Downtown-- including management of personnel and departmental budget. Responsible for all aspects of recruitment and enrollment of international students (undergraduate and graduate), and graduate students. Works collaboratively with graduate program leadership across all colleges to develop and administer academic policy and procedures for graduate education. Collaborates with other enrollment offices and student services to implement enrollment plans and strategies to meet annual recruitment goals. Oversees the lawful immigration compliance of foreign students for UHD and serves as the liaison among government agencies, institutional departments and community partners.</p>	<p>Master of Arts in Urban Sociology</p> <p>Bachelor of Arts in Sociology</p>	<p>14 years of progressive leadership experience in higher education-- including fiscal management and supervisory experience. Extensive experience in managing the application process for domestic and international graduate student admissions, as well as counseling of international graduate students on immigration compliance issues and application status. Has served as a Designated School Official for multiple universities. Has planned and coordinated graduate admissions events and developed graduate recruitment initiatives that increased brand awareness for prospective students in the community.</p>
<p>Sebastiani, Richard</p>	<p>Director, Sports & Fitness</p>	<p>Responsible for the overall administration, direction, leadership and vision of the Sports and Fitness department and its programs. Intricately involved in the advocacy and development of student life services in a very diverse campus environment. Develops and administers budgetary needs and unit planning for the department and authorizes/monitors expenditures. Designs and implements policies, practices and procedures for programs and ensures compliance with all relevant university policies, procedures, standards, and laws. The areas that the director of Sports and Fitness provides overall leadership, support and direction include the 30,000 sq. foot Student Life Center, open recreation times and activities, intramural sports, club sports, fitness classes and programs, personal training and massage therapy, membership management, and sales and services.</p>	<p>Master of Education</p> <p>Bachelor of Science</p>	<p>More than 25 years' experience in higher education in student life and student services, specifically campus recreation, facility management, student activities and programming and residence life. Extensive experience in working with students, employees and university administration on various university programs, projects and initiatives focused on student health, well-being, and academic success.</p>

<p>Selvera, Richard</p>	<p>Director, Veteran's Services</p>	<p>Oversees Office of Veterans Services for the University of Houston-Downtown-- including management of personnel and departmental budget. Manages the administration of benefits for Service Members who are pursuing their educational goals. Provides expert advice and direction to University Staff and Faculty when dealing with issues affecting Veterans. Establishes and maintains files for Veterans using GI Bill benefits at the University who comply with Veterans Affairs guidelines. Recruits and retains Veterans to the University through marketing and providing first-class service. Serves as a staff advisor for Student Veterans Organization at UHD.</p>	<p>Master of Security Management</p> <p>Bachelor of Business Administration in Economics</p>	<p>24 years of military experience--including U.S. Army service, 5 years working in Army ROTC at the University of Houston, and (??) years overseeing Office of Veterans Services at the University of Houston-Downtown. Extensive experience in recruitment, training, and enrolling of students in Reserve Officers Training Corps (ROTC).</p>
<p>Tamez, Meritza</p>	<p>Director, Disability Services</p>	<p>Oversees Office of Disability Services at the University of Houston-Downtown-- including management of personnel and departmental budget. Provides leadership and strategic guidance to University Faculty and Staff to enhance the understanding and support of Office of Disability Services. Manages all aspects of student accommodation requests--including conducting of intake interviews, determination of eligibility, and facilitation of reasonable accommodation services in a timely manner to students with disabilities.</p>	<p>Ph.D. in Counselor Education and Supervision</p> <p>Master of Arts in Counseling</p> <p>Bachelor of Arts in Sociology</p>	<p>Over 10 years' experience in working with people with disabilities through the Department of Assistive and Rehabilitative Services and Veterans Administration--assisting individuals with developing academic and employment plans. Extensive experience in assisting students with disabilities to help enhance their independence and self-advocacy skills, as well as explore appropriate academic adjustments and accommodations that will equalize their access to success at UHD.</p>

<p>Thomason, Tommy</p>	<p>Assistant Dean of Student Affairs / Title IX Coordinator/Student Conduct Officer</p>	<p>Assists the Dean of Students with the daily operations of Student Life. Responds to investigates and coordinates Title IX issues. Assists in providing training for University Appellate Board. Provides direct supervision of all Student Conduct processes. Serves as Chair of the Behavior Intervention Team. Oversees the management of students who need intervention and/or threat assessment. Serves as University ombudsman for student complaints and concerns. Oversees the management of student affairs contract services to include: Health Services, Counseling Services, and Childcare Services.</p>	<p>M.Ed. in Educational Psychology</p> <p>Bachelor of Arts in Humanities</p>	<p>More than 14 years of progressive leadership experience in Student Affairs. Extensive experience in managing student life programs/activities, student conduct, and student services. Prior to his role as Assistant Dean of Student Affairs, he served in the following capacities: Assistant Vice President for Student Services, Executive Director of Student Services, Title IX coordinator, and Student Conduct Officer.</p>
<p>Trahan, Jacqueline</p>	<p>Coordinator, Student Affairs</p>	<p>Coordinates and manages event planning for Student Affairs, Academic Affairs, Enrollment Management, commencement and other related events. Develops, implements and manages initiatives; executes multiple and complex projects on behalf of the Associate Vice President of Student Affairs. Collaborates on developing and implementing services for students. Manages and coordinates calendars and incoming and outgoing inquiries for Student Affairs Executives. Liaison with UH System Offices, President's Office, Academic Affairs, Advancement and External Relations, Deans, Administrators. Provides training and mentoring for students, student assistants, and colleagues.</p>	<p>Bachelor of Science in Office Management</p>	<p>27 years as executive - level administrative support. Experience as liaison with all levels of administration, including the Board of Regents, Presidents, Vice Presidents, Deans, executives, internal and external. Prior to her role in Student Affairs, she has worked in the Office of the Vice President for Administration; Business Affairs; University Relations; Office of the Vice Chancellor/Vice President for Research; Office of Research Development; Office of the Senior Vice President for Academic and Student Affairs and Provost; and the Office of Student Affairs.</p>

<p>Weseley, Laura</p>	<p>Director, Career Development Center</p>	<p>Oversees daily operations of the University Career Development Center—including personnel and fiscal management of department budget. Provides leadership, direction, and strategic vision to the entire Career Development Center. Collaborates with University faculty and other college departments to identify and implement new career training opportunities for students. Meet and cultivate working relationships with employers aimed at career and/or internship placement for UHD students and alumni. Conducts career workshops and designs programming specific to the needs of UHD students and alumni. Works to increase engagement of students and alumni. Supervises the production of career resources for students and alumni.</p>	<p>Juris Doctorate, Bachelor of Arts</p>	<p>Over 19 years of experience in higher education, specifically in the field of career services. Extensive experience in managing services and programs for students and alumni focused on career counseling and internship/externship placement. History of managing small to large career events—including workshops, job fairs, seminars, and employer meet-and-greets. She also has a strong background in employer recruitment, program assessment and strategic planning.</p>
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Sources

- 📁 Student Affairs Staff
 - 📄 Ceshia Love Resume
 - 📄 Chris Cheatham Resume
 - 📄 Jacqueline Trahan Resume
 - 📄 John Hudson CV
 - 📄 LaTasha Goudeau Resume
 - 📄 Laura Weseley Resume
 - 📄 Lourdes Ledesma Resume
 - 📄 Meritza Tamez CV
 - 📄 Rhonda Scherer CV
 - 📄 Richard Sebastiani CV
 - 📄 Richard Selvera Resume
 - 📄 Rocio Beiza Resume
 - 📄 Sara Jahansouz CV
 - 📄 Sarah Crass Resume
 - 📄 Shannon Cunningham Resume
 - 📄 Spencer Lightsy Resume
 - 📄 Tomikia LeGrande Resume
 - 📄 Tommy Thomason CV
- 📄 2015 Student Affairs Leadership Retreat Agenda
- 📄 Student Affairs Org Chart

3.10.1

Financial Stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown's (UHD's) recent financial history demonstrates its financial stability. UHD has sufficient financial resources to support its primary mission, the scope of its programs and a growing student enrollment. Over the past 40 years, the university has demonstrated the financial stability necessary to maintain operations and continue to grow in size and scope even during trying economic times. UHD is fiscally strong with considerable reserves and sufficient resources to carry out its mission and attain the goals lined out in the University Strategic Plan.

The business and financial functions are coordinated through the Office of the Vice President for Administration and Finance. This office works closely with all departments to ensure that the University's financial resources are effectively used to support the purpose and mission of the institution. The University President and Provost work with the Vice President for Administration and Finance to monitor financial stability and address budgetary issues.

The University's annual operating budget includes state appropriations and other sources of revenue, including tuition and fees. The largest percentage of **unrestricted operating revenue** is from student tuition and fees, with state appropriations providing the next largest percentage of unrestricted revenue. Other sources of operating revenues include auxiliary, investment income, and endowment income.

Significant Changes in Unrestricted Revenues/Expenditures

Over the past three to five years UHD, like all other Texas public universities, experienced significant changes in overall resources/revenue sources. As would be expected, this impacted the University's expenditure decisions. It is useful to examine this from the perspective of state funds versus institutional funds.

State Funds

Texas' fiscal year 2010-2011 biennial budget, developed in Spring 2009, provided UHD with over \$30 million per year of direct general revenue. This was helped by the \$2.5 million that UHD received through the federal American Recovery and Reinvestment Act (ARRA) of 2009. This good news was short-lived, however, as during FY2011 approximately \$1.85 million of state general revenue had to be returned to the state treasury in Austin to offset state revenue shortfalls.

For the FY2012-2013 biennium, direct general revenue appropriations to UHD dropped to approximately \$20 million per year. However, a significant part of this reduction was artificial, reflecting \$6.2 million per year of Tuition Revenue Bond (TRB) debt service that was shifted from UHD's appropriation to the appropriation made to the UH System (UHS). Though re-routed through the UHS, these TRB debt service funds continued to be used to service UHD's TRB-related debt. From the FY2010-2011 biennium to the FY2012-2013 biennium, the impactful reduction in state general revenue appropriated to UHD was approximately \$9 million, or about \$4.5 million per year. This represented a 13 percent cut in direct state general revenue support.

While most of the country continued to struggle to recover from the deep recession of 2008-2009, by the spring of 2013 economic activity in Texas had picked up considerably. This was due in large part to increased oil and gas activity and high oil prices, as energy continues to be a major driver for the Texas economy. State general revenue (GR) support for higher education increased for the FY2014-2015 biennium and again for FY2016-2017.

The recently concluded 2015 legislative session was generally favorable toward public higher education. Texas public universities received increased per-SCH funding, authorization to issue Capital Construction Bonds for new facilities, and a significant increase in Higher Education Assistance Funds (HEAF). HEAF money is allocated by the State in ten-year cycles, with these funds limited to new construction, major renovation/repair, library materials, capital equipment, and land acquisition. The legislature provided a 50 percent increase in the overall HEAF pool, effective in FY2017. For UHD, the annual HEAF allocation will thus increase from the current \$7.8 million to approximately \$11.4 million.

It should be noted though that spring and summer of 2015 oil prices were in steady decline. If this holds or continues it will impact the state general revenue picture when the state's FY2018-2019 budget is developed, or perhaps sooner.

Institutional Funds

To deal with the in-year recession experienced in the 2010-2011 biennium, the **President** cancelled a planned mid-year salary increase for faculty and staff, restructured UHD's distance education program, put in place a flexible hiring freeze, and directed that expenditures be reduced in areas like employee travel and communication stipends. Available reserves were applied as deemed necessary and appropriate. At the onset of the state budget crisis, the President also appointed a **Budget Reduction and Efficiencies** Task Force. This group had broad campus representation and met regularly to consider and make recommendations for savings that came forward from the UHD community.

The deeper budget reductions of 2012-2013 required a stronger course of action. UHD received approval from the UH System Board of Regents to enact modest tuition/fee increases, worked to continue to grow enrollments, and initiated numerous cost-cutting measures. The **President** approved the elimination of 36 positions, continued with the hiring freeze for non-critical positions, and directed the vice presidents to restrict travel in their areas, cut backs on food and entertainment expenses (which were already quite minimal), and permanently eliminate communication stipends for higher-paid employees, among other cost-cutting actions. For detail on the FY2012 reductions see **UHD Budget Reductions Summary FY2012**.

As a result of these actions UHD was able to remain financially stable throughout this challenging four-year period and the University was able to build its reserves while also funding critical new initiatives identified in the university's strategic plan.

Moving Forward

The Texas economy has improved significantly since Spring 2011, when the FY2012-2013 state budget was developed. As stated above, state general revenue funding increased for FY2014-2015 and again for FY2016-2017, although not enough to return to the FY2010-2011 levels. Going forward, it is expected that tuition and fee revenue will continue to grow relative to state support. The expectation at UHD is that most of the increases in future tuition/fee revenue will come through enrollment growth and changes in the enrollment mix rather than through rate increases.

UHD continues to cultivate additional sources of revenue to augment state appropriations and tuition and fees. Two significant sources of additional income for the University are endowment income and sponsored research.

The investment of endowment funds is managed by the UH System Treasury Office. Management of the **UHS endowment funds** is guided by the , which was approved by the UHS Board of Regents. Over the past five years the market value of the UHD endowment fund has grown from \$19.6 million to \$29.1 million, an increase of \$9.5 million or 48 percent. Total endowment income distribution in FY 2014 was nearly \$1 million. Endowment income is spent in accordance with donor intent as articulated in each endowment agreement. The vast majority of UHD endowments were established for the purpose of supporting student scholarships.

As the UHD Office of Research and Sponsored Programs becomes more established, it has significantly enhanced the UHD's ability to attract grants. These grants provide financial resources to the University while also providing excellent opportunities for student research and learning. Research expenditures related to federal, state, and private grants have increased 73 percent from FY2010 to FY2014, growing from \$1.29 million to \$2.23 million. This growth is expected to accelerate in the years ahead.

It is important in today's environment that universities explore all avenues for revenue growth. This requires new and creative approaches that meet the market. UHD is doing this by delivering instruction in multiple modes, adding quality certificate programs for those students who might not be interested in another baccalaureate degree or a master's degree, and by putting more resources towards grant-writing and fundraising.

Financial Snapshot for Fiscal Years 2010-2014

An analysis of the past five years of UHD's revenues and expenses indicates steady growth in revenues, even as state general revenue support declined during the same period. (See below and FY2010-2014 Comparative Statement of Revenues, Expenses and Changes in Net Assets.) This information can also be found in the [Annual Financial Report for FY2012](#), the [Annual Financial Report for FY2013](#), the [Annual Financial Report for FY2014](#), the [FY2012 IPEDS Financial Data Report](#), the [FY2013 IPEDS Financial Data Report](#), and the [FY2014 IPEDS Financial Data Report](#).

Statement of Net Assets	For Fiscal Years Ending August 31				
	2010	2011	2012	2013	2014
Current Assets	\$66,970,192.52	\$71,170,518.79	\$75,369,822.40	\$81,410,830.32	\$85,407,739.58
Non-Current Assets	118,549,501.19	120,490,278.42	124,356,358.85	124,483,621.10	130,516,931.58
Total Assets	185,519,693.71	191,660,797.21	199,726,221.25	205,894,451.42	216,324,671.16
Current Liabilities	32,715,087.14	35,762,170.39	38,050,565.03	39,654,935.59	43,910,334.77
Non-Current Liabilities	57,311,911.03	53,147,945.73	48,753,064.81	44,214,442.19	44,851,329.17
Total Liabilities	90,026,998.17	88,910,116.12	86,803,629.84	83,869,377.78	88,761,663.94
Invested in Capital Assets, Net of Related Debt	40,725,667.15	42,871,495.99	45,428,349.75	49,144,149.81	51,269,603.50
Restricted, Non-Expendable	12,275,858.72	14,742,097.96	16,465,426.01	17,372,907.42	19,092,281.01
Restricted, Expendable	8,120,796.34	8,005,823.08	9,226,760.88	10,521,305.98	6,913,095.71
Unrestricted	34,370,373.33	37,131,264.06	41,802,054.77	44,986,710.43	50,315,491.22
Total Net Assets	\$95,492,695.54	\$102,750,681.09	\$112,922,591.41	\$122,025,073.64	\$127,590,471.44
Statements of Revenues, Expenses and Changes in Net Assets	For Fiscal Years Ending August 31				
	2010	2011	2012	2013	2014
Total Revenues	\$136,754,211.22	\$153,036,257.47	\$146,318,567.49	\$147,933,124.95	\$154,867,740.17
Total Expenses	131,239,396.14	145,778,271.92	135,995,773.72	138,830,391.80	149,190,814.69
Change in Net Assets	\$5,514,815.08	\$7,257,985.55	\$10,322,793.77	\$9,102,733.15	\$5,676,925.48

An indicator of the operational sustainability of an institution is its unrestricted net assets (UNA) as a percentage of total operating expenses. Over the past five years at UHD this figure has ranged from 29 to 35 percent. As a public university that is insured against a catastrophic event and which has the full faith and credit of the State of Texas behind it, UHD management believes that its UNA-as-a-percentage-of-Operating Expenses demonstrates a sufficiently strong financial base.

Administrative Competency

The Office of the Vice President of Administration and Finance (VPAF) is responsible for managing financial resources and has primary responsibility for the University's financial stability. The [Vice President of Administration and Finance \(VPAF\)](#) has a BBA in Finance with an MBA and over thirty years of experience in finance and administrative positions in public higher education.

The VPAF has designated the [Assistant Vice President for Business Affairs](#), as the financial reporting officer responsible for the preparation and integrity of the Annual Financial Report (AFR). Financial stability also requires a budget development process that is participative and transparent. The [Director of Budget and Procurement](#) is responsible for the preparation of the annual budget with direction from the UHD Planning and Budget Development Committee. The Director of Budget and Procurement is also responsible for the monitoring of fund balances and cost centers.

The individuals in these positions, having long and distinguished careers in higher education, are well qualified to oversee the administration of UHD's financial affairs and have the requisite credentials to competently perform their jobs.

Cross References:

[Core Requirement 2.11.1](#)

Sources

-  Annual Financial Report for FY2012
-  Annual_Financial_Report_for_FY2013
-  Annual_Financial_Report_for_FY2014
-  David Bradley _ UHD
-  Endowment Policy May 21 2015
-  FY2013 Comparative SRECNP
-  George Anderson _ UHD
-  IPEDS Finance 2012-2013
-  IPEDS Finance 2013-2014
-  IPEDS Finance 2014-2015
-  Message from President 2 re FY2012-13 (Aug 2011)
-  Message from the President - Efficiencies & Budget Reduct. Task Force Findings (Jun 2011)
-  President e-mail 1 re FY2010-11 (Feb 2010)
-  Theresa Menely _ UHD
-  UHD Request for Reduct. Ideas April 2011

3.10.2

Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown's (UHD) Office of Scholarships and Financial Aid has financial aid programs audited annually as required by federal and state regulations. Section 487(c) of the Higher Education Act of 1965, as amended, (HEA) and Section 668.23 of Title 34 of the Code of Federal Regulations (CFR) require all institutions participating in the Federal Student Financial Assistance Programs (SFA) to have an annual financial aid compliance audit performed by an independent auditor. UHD's Financial Aid Office is audited on a yearly basis on an alternating schedule between the Texas State Auditor's Office (SAO) and the University of Houston System (UHS) Internal Auditing Department.

SAO, the independent auditor for the State of Texas, is required to obtain an annual Single Audit in accordance with the Single Audit Act Amendments of 1996; U. S. Office of Management and Budget (OMB) Circular A-133 *Audits of States, Local Governments, and Non-Profit Organizations*; the OMB Circular Compliance Supplement; and *Government Auditing Standards* and is authorized to conduct audits, reviews and investigations of any entity receiving state funds, including Federal A-133 audits of Title IV financial aid programs. The SAO is responsible for completing the annual financial aid audit and federal audits as part of the Statewide Single Audit Plan. The required audit is referred to as a "Single Audit" because one audit is conducted for the State as a whole with findings clearly delineated by institution. The results of all audits are disseminated to UHD's senior administrators, the staff of the UHS Internal Auditing Department, and the UHS Board of Regents. There is also a comprehensive data collection form and a reporting package that is submitted at the statewide level.

UHS produces a multi-year audit plan that includes all component universities ([UHS Long-Range Internal Audit Plan – FY15-17](#)). This plan provides for various audits of all UHD departments on a risk-assessment basis as well as system-wide audits of various areas, including Financial Aid. The results of all audits are disseminated to UHD's senior administrators, the staff of the UHS Internal Auditing Department, and the UHS Board of Regents.

The most recent audits for UHD include the *State Auditor's Office A133 FY12 Report*, the *Internal Audit Report 2013-23 – Direct Loans for FY13* and the *State Auditor's Office A133 FY14 Report*. The SAO A133 FY12 Report audited both Eligibility and Disbursements To or On Behalf of Students. Audit recommendations for A133 FY12 included 1) ensuring correct Cost of Attendance (COA) budgets for part-time students and 2) maintaining documentation supporting review of NSLDS financial assistance history for mid-year transfer students. In response to audit recommendation UHD Management provided corrective action responses and planned implementations as demonstrated in Table 1 below.

Table1: Results of State Auditor's Office A133 FY12 Report

	SAO Findings	UHD Corrective Response
1	The University should ensure the COA budgets within the financial aid application contain sufficient detail to verify COA for part-time students. (p.6)	<p><u>Management Response and Corrective Action Plan 2012:</u></p> <ol style="list-style-type: none"> 1. Spreadsheet has been created to clearly display student budgets per hours registered (COA spreadsheet is included with the supporting documents for this standard – <i>FY12 COA Spreadsheet</i>) 2. This process in Banner Financial Aid is a manual process and not automated with the implementation of Banner Financial aid as expected (enhancement to come with next Banner upgrade). FAO has developed procedures to manually update the Cost of Attendance items for students not enrolled full-time. (p. 6)
2	The University should maintain documentation supporting its review of National Student Loan Data System (NSLDS) financial assistance history for mid-year transfer students. (p. 7)	<p><u>Management Response and Corrective Action Plan 2012:</u></p> <p>"With the implementation of Banner Financial Aid, the FAO has created a process to electronically send files to Department of Ed adding students to our transfer monitoring list. The process places a 7 day hold on student's financial aid record to prevent disbursement pending the updates received, if any. We may also choose to use a paper transfer monitoring form which the other paying institution will indicate no further disbursements will be made on the student's behalf. Both processes have been utilized for Spring and Summer 2012.</p> <p>FAO will modify the process to include students previously packaged as Fall/Spring, but did not attend Fall to ensure all mid-year transfer students are properly reviewed." (p. 7)</p>

The FY13 **Internal Audit Report 2013-23** audited Federal Direct Loans, Federal Work Study and the Federal Supplemental Educational Opportunity Grant programs. Results of this audit noted that adequate policies and procedures were in place to help ensure compliance with applicable requirements. While there were no audit findings in this report, there were opportunities for improvement noted regarding Direct Loan reconciliations and conflict of interest certifications. In response to audit recommendation UHD Management provided corrective action responses and planned implementations as demonstrated in Table 2 below.

Table2: Results of Internal Audit Report 2013-23 – Direct Loans	
Internal Audit Dept. – Opportunities for Improvement	UHD Response
UHD General Accounting should implement procedures to perform a monthly reconciliation of ending cash balance for Direct Loans on the SAS report to the financial system (p.5).	“Effective April 2013, General Accounting implemented procedures to perform monthly cash reconciliations between the ending cash balance in the COD system on the SAS Report and PeopleSoft, the financial system.”(p.5)
UHD Financial Aid Office should require all financial aid employees to complete an annual conflict of interest certification to help ensure there are no conflicts of interest (p.5).	“Effective immediately, all UHD SFA employees will annually sign a conflict of interest certification. The Director of Scholarships and Financial Aid will maintain official copies of these documents.” (p.6) (A sample signed <i>Statement of Ethical Principles and Code of Conduct</i> form is included with the supporting documents for this standard.)

The **SAO A133 FY14 Report** audited both Eligibility and Verification. Audit recommendations for A133 FY14 included 1) correctly and consistently apply and adjust COA budgets for all students, 2) Include all necessary information in Satisfactory Academic Progress determinations and 3) accurately verify all required FAFSA information and implement an effective monitoring process for verification. In response to audit recommendation UHD Management provided corrective action responses and planned implementations as demonstrated in Table 3 below.

Table3: Results of State Auditor's Office A133 FY14

	SAO Findings	UHD Corrective Response
1	<p>The University should:</p> <ol style="list-style-type: none"> 1. Correctly and consistently apply and adjust COA budgets for all students. 2. Include all necessary information in SAP determinations. (p. 3) 	<p><u>Cost of Attendance</u></p> <p>"We corrected the setup of the automated grouping process in Spring 2014 to consider "with parent, with dependent" group prior to the "with parent" group to prevent further errors in budget grouping. We have also implemented periodic budgeting which automatically coordinates the students' budget amount with their corresponding budget components and enrollment. The Tuition and Fees component is now tied to the enrollment hours. The budget is automatically re-calculated on a daily basis during the registration period to correspond to the hours as students add and drop courses."</p> <p><u>SAP</u></p> <p>"We have modified our admission procedures effective Fall 2014, such that:</p> <ol style="list-style-type: none"> 1. All transfer credits are evaluated prior to an admission decision. 2. SAP is calculated after a student is admitted, so all evaluated transfer credits will be captured at the time SAP is calculated for a student." (p. 3)
2	<p>The University should:</p> <ol style="list-style-type: none"> 1. Accurately verify all required FAFSA information for students selected for verification and request updated ISIRs when required. 2. Establish and implement an effective monitoring process for verification. (p. 4) 	<p>"To strengthen verification processes, Financial Aid has required recent training and quality assurance measures. All staff responsible for performing verification as part of their job duties have been required to take an online course offered through the National Association of Student Federal Aid Administrators. All staff responsible for verification have now completed this 4 week course. As an added measure of accountability, the Assistant Director of Processing will review a sample of verification files on a quarterly basis to verify and make any necessary corrections and take actions as warranted." (p. 5)</p>










The University of Houston-Downtown has not received any limitations, suspensions, or terminations from the U.S. Department of Education in the history of its federal program participation. UHD does not have reimbursements or exceptional statuses in regard to federal or state financial aid programs. No issues exist with Title IV financial aid programs for UHD, and no impending litigation exists concerning financial aid at the university.

In addition, the Office of Student Financial Aid monitors compliance with Title IV programs through random reviews of financial aid files. Each file is examined throughout each stage of the financial aid process. Any discrepancies are corrected. Furthermore, the Director of Financial Aid is a member of the University's Compliance Committee which reviews potential compliance areas for the university. Because the university considers financial aid compliance such a critical component to its long-term financial health, during the FY16 planning and budget process the University requested and approved a Compliance Officer position in the Office of Financial Aid that will be responsible for the design, execution, and effectiveness of internal controls to provide a continued reasonable assurance that financial aid operations are compliant with applicable laws, regulations, policies, and procedures.

Cross Reference:

[Core Requirement 2.11.1](#)

Sources

-  [AR2013-23 UHD Financial Aid - Direct Loans](#)
-  [FY12 Student Budgets-summer](#)
-  [Financial Aid Budgeting Groups](#)
-  [SAO A-133 FY12](#)
-  [SAO A-133 FY14 Summary](#)
-  [Sample Statement of Ethical Principles](#)
-  [Transfer Monitoring Application Process_Redacted](#)
-  [UHS Departmental Audit Plan, FY13-15](#)
-  [Verification Training Certificate_Redacted](#)

3.10.3

Control of Finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The **Office of the Vice President for Administration and Finance** has primary responsibility for managing the financial resources of the University of Houston-Downtown (UHD) (Viteae). The Vice President has an MBA and over thirty years of experience in finance and management as an administrator in public higher education. Financial operations from expenditure planning to procurement to payment/reporting are overseen by the departments of Budget & Procurement and Business Affairs.

Both the UH System (UHS) and UHD have established policies and procedures which provide guidelines for the long-range planning and daily operation of the University. These policies and procedures are designed to provide operational guidance which, in turn, will minimize material errors. The entire UH System uses PeopleSoft Finance and PeopleSoft HR for all general ledger (GL) and HR/payroll accounting. Additionally, in 2014 the entire UH System implemented a Hyperion Data Warehouse software tool for producing all financial reports and researching general ledger information. PeopleSoft updates the Data Warehouse on a nightly basis. These software systems are maintained by the UH System.

UHD currently uses and maintains the Ellucian Banner System for its student accounts receivable, financial aid, and student records management requirements, although plans are underway for UHD to move to PeopleSoft Student in 2018. The student accounts receivable system feeds into the PeopleSoft General Ledger on a weekly or as-needed basis. The financial database consists of general ledger, accounts payable, budget, purchasing, property management and financial reporting, whereas, the Human Resources Management System (HRMS) handles payroll, human resources, and workforce management.

PeopleSoft has role-based access controls. To gain access to the various applications in the PeopleSoft Financial System, i.e., financial reports, general ledger overview, voucher entry, approval of cost center expenditures, etc. a **UHS Finance System Access Form** must be signed by the requester and the employee's supervisor or department head. The form is then submitted to the General Accounting Manager in Business Affairs for review before being forwarded to the UH System for authorization. Supervisors are required to annually review and reauthorize employee access within their departments. When an employee leaves the University, financial access to the PeopleSoft Financial System is terminated immediately.

All departments are required to reconcile cost center accounts on a monthly basis. This is confirmed by UH System Internal Auditing when performing departmental audits.

Along with controlled access to financial modules, UHD employs role-based training for employees and, in addition to its policies and procedures, maintains a searchable Administrative Reference Manual (ARM) to provide additional procedural information for the benefit of staff.

Risk Management—External and Internal Audits

In Texas, all public universities are under a single statewide audit plan and the audit is conducted by the Texas State Auditor's Office (**State of Texas Financial Portion of the Statewide Single Audit Report FY12.**)

The UH System Internal Auditing department (UHS IA) produces a multi-year audit plan that includes all component universities (**UHS Departmental Audit Plan – FY13-15**). This plan provides for various audits of all UHD departments on a risk-assessment basis. Included in the plan is the opportunity for campus administrators to request special audits or reviews. UHD has utilized management-directed audits on occasion to insure that policies and procedures are being followed. UHS IA works closely with state and federal auditors. The Director of UHS Internal Auditing department reports to the UH System Board of Regents' Committee on Audit and Compliance.

The UH System has policies addressing internal and external audits that apply to all component campuses (**UHS SAM 04.A.01, Audits by External Auditors, UHS SAM 04.A.02, Audits by Internal Auditing**). UHD has not had any material findings reported and all minor findings, whether from the state level, federal level or Internal Audit department, are promptly addressed.

UHD has an active Institutional Compliance Program intended to promote standards and sound business practices to ensure compliance with laws, regulations, UH System and University policies, and to prevent fraud and the misappropriation of University resources. **Committee members** are appointed and charged by the President. One of the annual requirements is a survey of all unit heads to assess fraud prevention controls and departmental compliance with regulations, policies, and procedures (**FY14 Fraud Risk Survey**).

The UH System employs **MySafeCampus**, a third-party hotline for confidential, anonymous reporting of suspected fraud or other irregularities. A summary of campus compliance program activities is reported to the UH System Board of Regents quarterly.

Risk Management—Insurance

An important means of managing financial risk is through the transfer of risk via an insurance program. The UH System has a single risk management/insurance program in which UHD participates. The most significant risk is that of property loss. For a university located along the Texas Gulf Coast the greatest risk in this regard is weather-related, specifically from a hurricane hit. The UH System universities accept some of that risk through high deductibles, which keep the policy premiums reasonable, while transferring the risk of a high-dollar loss to insurance underwriters.

Other insurance policies carried by UHD provide coverage in areas of general liability, accident-blanket, automobile liability, directors & officers liability, and foreign travel.

Budgetary Planning and Controls

The University's planning and budgeting process is broad-based, participative and transparent, with a focus on accountability. Guided by directives coming from the UHS Chancellor and the UHD President, UHD's Planning and Budget Development Committee (PBDC) begins its work every fall by first engaging in a review of initiatives that had been funded for the last completed fiscal year. This is to ensure that the funds provided were used, and used as intended.

The Planning and Budget Development Committee then works with the vice presidents, all of whom serve on the PBDC, to synthesize multiple division plans into a single University plan. This University Plan is then submitted to the President for final campus-level review and approval. After the plan/budget is approved by the UHD President, it is approved by the UH System Chancellor and Board of Regents. After the Board approves the budget, copies are sent to the state Legislative Budget Board (LBB), Texas State Library, the Texas Higher Education Coordinating Board and placed in the UHD library.

Once approved the UHD operating budget is monitored and maintained throughout the year by the UHD Budget Office, working closely with division and department business managers across the University.

Expenditure Controls

The unit heads in Budget and Procurement (*Vitae*) and Business Affairs (*Vitae*) are well qualified to carry out their responsibilities for establishing parameters and then tracking and reporting on the University's financial activities.

All expenditures must be reasonable and necessary for carrying out the programs and activities of the University within the budget allocated, and all purchase orders and vouchers require a *Statement of Purpose and Benefit for the University*. All departments have online access to information about their cost centers and may make requests to the Budget Office for funds to be moved from one cost center to another. The Purchasing department, working through a requisition process, is responsible for procurement of materials, supplies, services and equipment. Although the University, as an Institution of Higher Education, is exempt from many state agency purchasing requirements, all members of the Purchasing department with purchasing responsibilities have, or are working towards, Certified Texas Purchasing Manager's designation.

Certain types of purchases under \$5,000 may occur using a procurement card (P-Card) rather than going through the requisition process. The department head's approval is still required as part of the payment process. As an additional control measure, annual P-Card training is required for all employees who have been or will be issued a UHD procurement card. Every P-Card transaction is audited by the Purchasing department each month. Violations of policy or procedure for P-Card purchases are met with sanctions as described in the *UHD Procurement Card Policy*. Violations and sanctions are reported to the Compliance Committee on a quarterly basis.

All travel on state funds is reimbursed according to the State of Texas Travel Allowance Guide published by the State Comptroller's Office. State travel guidelines also apply to locally funded travel situations not specifically addressed by UHD or UH System Travel Policy and Procedures.

The Accounts Payable unit within the Business Affairs department reviews all vouchers submitted for payment, ensuring that policies and procedures are followed. Following good separation-of-duties practices, the Budget/Procurement and Accounts Payable units are supervised by different individuals, each reporting directly to the Vice President for Administration and Finance.

Cash Management

UHD has not received any major fraud or cash mismanagement findings regarding control of finances. Outside of the Cashiers Office, a minimal amount of cash is physically handled across the University. Cash or checks are subject to prompt deposit in accordance with UHD and UHS policies (*UHD PS 05.A.18 Cash Handling policy; UHS SAM 03.F.04, Cash Handling*). Funds received are deposited to the bank via a security service. The University uses Change Funds in support of departmental operations; however, only one petty cash fund, managed by the Director of Student Accounting/Cashiers, is allowed for the entire University. General Accounting, in the Business Affairs department, has the responsibility for bank account reconciliations and for ensuring that all funds are properly reflected in the financial statements and that discrepancies, if any, are resolved immediately. Separation of duties exists to provide internal control.

Most student tuition and fee payments are made online by credit card or e-check, and processed through Banner. Student refunds are issued by a third-party provider, Higher One, Inc. The UH System Treasurer's Office handles the check writing needs of UHD. No checks are written on-site.

Endowment funds are managed by the UH System Treasurer's Office. No endowments are managed at the campus level. Oversight is through the UH System Board of Regents Committee on Endowment Management. Distribution of proceeds from endowment funds adheres strictly to donor directive.

Investments

Investments for UHD are entirely managed by the UH System Treasurer's Office and governed by the *UH System Investment Policy for Non-Endowed Funds*. Policies, investments and outside investment managers are approved by the Board of Regents Committee on Endowment Management and then the full Board. UHD does not have a foundation.

Endowment Fund Distribution

Income derived from endowed funds are distributed annually as generally described in *UHS SAM 03.F.02 (Endowment Management)*. Currently the annual endowment pay-out is set at 4 percent of the rolling three-year market value of the given endowment, net of expenses. The overwhelming majority of UHD endowment income goes to fund student scholarships.

Administrative Competency

The financial affairs of the University are administered by appropriately credentialed individuals with many years of experience in a higher education setting. The key positions in this regard are the Vice President for Administration & Finance, the Assistant Vice President for Business Affairs, and the Directors for Budget and Procurement, Financial Reporting, Student Accounting, and Accounts Payable.

Cross Reference:

[Core Requirement 2.11.1](#)

Sources

-  4A1 Audits by External Auditors
-  4A2 Audits by Internal Auditing
-  AF Organizational Chart
-  Cash Handling Policy - PS05A18
-  David Bradley _ UHD
-  Fraud Survey for Depts
-  George Anderson _ UHD
-  Institutional Compliance Committee Members
-  My Safe Campus
-  Non-Endowed Investment Policy - Feb 26 2014_clean
-  Procurement Card Policy - PS05C09
-  SAM 3F2 - Endowment Mgmt
-  Texas Financial Portion of the Statewide Single Audit Report FY12
-  Theresa Menely _ UHD
-  UHS Cash Handling Policy - 3F4
-  UHS Departmental Audit Plan, FY13-15
-  UHS_Finance_Access_Form

3.10.4

Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston–Downtown (UHD) maintains control over sponsored research and other externally funded projects through the Office of Research and Sponsored Programs (ORSP) which reports to the Division of Academic and Student Affairs, and the Office of Business Affairs which reports to the Division of Administration and Finance (A&F). The Office of Research and Sponsored Programs performs pre-award and post-award processes and financial reporting. The Office of Business Affairs performs general accounting functions, including the preparation of the annual Schedule of Federal Awards (SEFA) for the single audit performed by the State of Texas (see Audit section below).

The Assistant Vice President of Research and Sponsored Programs (AVP, ORSP) is responsible for establishing and maintaining institutional business policies and procedures to ensure appropriate and adequate financial controls, expenditure authority controls, and reconciliation procedures for both internally- and externally-sponsored funded programs.

The Assistant Vice President of Research and Sponsored Programs holds a doctorate degree in Educational Leadership with seventeen years of grant administration experience, and has served as the Past President, Southern Section for the Society of Research Administrators International. The Assistant Director, ORSP Pre-Award Services, holds a master’s degree in Professional Writing with six years of grant administration experience. The Post-Award Administrator, ORSP holds a bachelor’s degree with ten years of post-award administration. The Executive Director of Academic Administration and Operations (Provost’s Office), holds a master’s degree in Business Administration with thirty years of post-award administration.

ORSP oversees pre- and post-award project administration throughout all phases of each funded project cycle per the terms and conditions of the award and in compliance with federal and state guidelines, University of Houston System Administrative Memoranda (SAM) and UHD Policy Statements (PS). The financial policies and procedures for managing federal grants and contracts are conducted in compliance with the requirements of the U. S. Office of Management and Budget (OMB) Circular A-21 until December, 2014 and as of January, 2015, as per the Uniform Guidance 2 CFR 200. Administration of all grants and contracts are managed in compliance with UHD PS 06.A.06 Guidelines for the Administration of Sponsored Research.

To ensure that all UHD faculty and staff associated with sponsored funding are trained in the administration of sponsored project funds according to applicable laws, the Office of Research and Sponsored Programs provides annual workshops for Principal Investigators (PIs) and administrators. Each fall, the workshops and training opportunities are announced to the UHD community. This includes not only UHD workshops but those provided by professional organizations such as the National Council of University Research Administrators (NCURA), the Society of Research Administrators International (SRA), and the Hispanic Association of Colleges and Universities (HACU). The purpose of these extensive training sessions is to ensure that principal investigators and administrators provide sufficient controls over funded projects. Attached is the workshop schedule for 2014-2015 and below is a chart documenting the number of workshops and attendees for the last three years.

Fiscal Year	# of Workshops	# of Attendees
2013	4	39
2014	12	102
2015	12	169

UHD subscribes to the Collaborative Institutional Training Initiative (CITI) at the University of Miami that offers web-based training for research education and administration. UHD also participates in other research administration training conducts by such agencies as the National Institutes of Health (NIH) and National Science Foundation (NSF).

In addition, staff that work with sponsored-funding projects are required to complete the University of Houston’s Research Administration Certification Program (RACP) once every five years. A record of this training is maintained by ORSP.

Finally, UHD is an active member and participant of three professional organizations: the National Council of University Research Administrators (NCURA), the Society of Research Administrators International (SRA), and the Hispanic Association of Colleges and Universities (HACU). These memberships help provide professional development for our staff.

Pre-Award Administration

The policies governing the submission of proposals are stated in Sections 3.1 through 3.5 of PS 06.A.06, Guidelines for the Administration of Sponsored Research. This policy requires that all proposals submitted to an outside sponsor be reviewed and approved internally before submission to the sponsor.

The Assistant Director, Pre-Award Administration assists faculty in the preparation of the proposal package including the budget, and reviews and submits proposals in accordance with agency guidelines on behalf of UHD. The proposal review and approval is completed by the appropriate department chair, dean and the AVP, ORSP before submission. The process is tracked via the Institutional Authorization Form. For large projects, the Office of Research and Sponsored Projects staff meets with the project personnel prior to proposal development to discuss required or special items.

Upon receipt of an award, the AVP, ORSP negotiates with the sponsor, if required, and as authorized by the UHD President accepts the award on behalf of the University. Pre-award Services assists in any required budget revisions.

Post-Award Administration

After the agreement is signed and accepted by the AVP,ORSP a request to establish a project cost center is sent by the Post-Award Administrator to the UHD Budget Office. Once the project cost center is verified and established, the sponsor-approved budget is loaded by the Post-Award Administrator into the University of Houston System’s PeopleSoft portal. After these activities occur and all compliance has been met, pre-award staff, post-award staff and the PI meet to review the terms of the funded award. The PI and certifying officials from the individual departments/colleges are responsible for initiating and certifying expenditures.

The Post-award Administrator is responsible for financial processes and compliance. In collaboration with other UHD business offices including purchasing, accounts payable, travel, budget and payroll, all expenditure transactions are reviewed to ensure that the expense is reasonable, allowable and applicable to the project. The post-award staff implement and administer the following activities and compliance-related tasks:

- Monitor time and effort reports and cost sharing.
- Review procurement and personnel transactions.
- Monitor project account balances.
- Approve contract agreements for services.
- Provide prior approval for budget revisions/modifications.
- Prepare and monitor sub-awards.
- Invoice and financial reporting; letter of credit draws.
- Collect outstanding accounts receivable.
- Close out project cost centers.

ORSP and the PI are responsible for providing official data and information requested by funding agencies and other financial audits of sponsored projects.

The PI's department administrator processes procurement and payroll transactions, and completes monthly reconciliations of account activity. Separation of duties exists to provide appropriate oversight and control.

All accounting records are maintained in the UH Systems' PeopleSoft Financial System which is programmed in accordance with National Association of College and University Business Officers (NACUBO) accounting standards. In addition, the UH System is in the process of integrating PeopleSoft Grants module to increase operational efficiencies, improve internal controls, and incorporate business best practices within the full life cycle of research administration.

On a quarterly basis ORSP submits award, expenditure, and new proposal activity reports to the University of Houston, Division of Research, which are then reported to the UHS Board of Regents.

Awards (2010-2014)

UHD is designated as a Hispanic Serving Institution (HSI) by the U. S. Department of Education (DoED). UHD's level of sponsored funding from federal, state and private sources over the last five years is as follows:

FiscalYear	Total Awarded	Numberof Awards	TotalRequested inProposals	Numberof Proposals
2010	\$ 3,589,743	38	Not Available	Not Available
2011	\$ 3,176,705	61	Not Available	Not Available
2012	\$ 6,339,040	76	\$ 25,667,043	59
2013	\$ 4,976,498	45	\$ 36,973,528	52
2014	\$ 5,003,336	46	\$ 36,007,693	51

Audit

In the State of Texas, all public universities are under a single statewide audit plan, as per the requirements of federal Office of Management and Budget's Circular A-133 and the Texas State Auditor's Office (SAO) conducts the OMB A-133 audit, and reported on the annual statewide Schedule of Expenditure of Federal Awards.

The UH System Internal Auditing department develops a multi-year audit plan that includes all component universities. This plan provides for audits of certain UHD departments on a risk-assessment basis, as well as System-wide audits of various functions, including sponsored project administration. In addition, UH System Internal Auditing works closely with state and federal auditors. The Chief Audit Executive of Internal Auditing reports directly to the UH System Board of Regents' Committee on Audit and Compliance.

In 2010, the internal auditors had a finding related to ORSP in relation to the College of Sciences and Technology, in the Department of Computer Science and Engineering Technology departmental review. This finding required that UHD: "Develop procedures to help ensure that, on an annual basis, all academic staff members engaging in sponsored projects are certifying their knowledge of and compliance with the conflict of interest policy of the University." As a corrective measure, ORSP subscribed to the Collaboration Institutional Training Initiative (CITI) training programs and included the conflict of interest policy in ORSP's workshops. As a result, 2011 UHS Internal Auditing the corrective action was completed.

Ethics and Conduct

UHD adheres to a code of ethical conduct to be maintained and carried out by the faculty, staff and students that actively participate in research and sponsored projects. UHD follows the standards of procedure and conduct in Government-sponsored research as stated in the UHD policy for Standards of Conduct in Government-Sponsored Research (PS 06.A.03), that incorporates the standards of the Council of the American Association of University Professors and the American Council on Education. All University employees must abide by University policies procedures to prevent conflicts of interest with outside parties, including government agencies. University employees involved in government-sponsored research must consult with the Assistant Vice President for ORSP to avoid any real or perceived conflicts of interest related to the research. The Office of Research and Sponsored Programs is the central repository for all research-related compliance documents.

UHD, as part of its subscription to CITI, requires grant-funded faculty, staff, and students to complete CITI's research ethics training modules. UHD students must obtain certification prior to commencing their research in the scientific labs. Members of the University's Committee for the Protection of Human Subject (CPHS) obtain CITI certification prior to serving on the Committee for the Protection of Human. Below is a chart showing participation over the last three years:

Fiscal Year	# of Students	# of Faculty	TOTAL
2013	9	2	11
2014	61	8	69
2015	44	5	49

UHD promotes the responsible conduct of research (RCR) in all research, scholarly and creative activities, and government-sponsored activities as outlined in UHD's Ethical Conduct in Research and Government-Sponsored Activities policy (PS 06.A.07). Allegations of unethical behavior, violations of UHD policy, or misconduct are addressed by the Assistant Vice President for ORSP and Senior Vice President for Academic and Student Affairs and Provost.

UHD ensures that individuals applying for federal funds have no record of debarment, suspension, or fraud related to public transactions, as per the University's Debarment and Suspension policy (PS 06.A.01). The Office of Research and Sponsored Programs uses the Office of Inspector General Debarred Vendor List to verify the status of all University researchers and administrators associated applying for federal funds.

UH System employs My Safe Campus, a third-party hotline, for confidential, anonymous reporting of suspected fraud or other irregularities; it is an additional measure to ensure the integrity of research activities. My Safe Campus reports to the UH System Internal Auditing department and UHS Board of Regents.

Institutional Compliance Program

At UHD compliance is the personal responsibility of every employee. UHD's Institution Compliance Program reflects the commitment of the University to maintain the highest ethical standards and to comply with all applicable laws, policies, rules and regulations. In addition, the UHD Employee Compliance and Ethics Guide, as part of the Institutional Compliance Program, was developed meet institutional challenges and legal obligations. The program is a UH System-wide effort that focuses on all major components of compliance and risk assessments. The Institutional Compliance Program is supported by a campus Compliance Officer and a University committee.

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-  Administration _UHD
-  Award Information Form - G000107_Redacted
-  Business Affairs _UHD
-  CIRCULAR A-21 Revised 05_10_04 _ The White House
-  CITI - Collaborative Institutional Training Initiative
-  DoEDHome _ U.S
-  Employee Compliance and Ethics Guide _ Major Opportunities at the University of Houston-Downtown
-  Finding_ AR2010-15 UHD Engineering Technology_Redacted
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-  IRB Training (1)_Redacted
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-  NACUBO_ Accounting Standards
-  NCURA _ About Us
-  NSF - National Science Foundation
-  National Institutes of Health (NIH)
-  OMB Circular A-133 Compliance Supplement 2014 _ The White House
-  ORSP _UHD
-  ORSP brochure 2014-2015
-  Office of Management and Budget _ The White House
-  PS 06 A 01_Debarment and Suspension Policy
-  PS 06 A 03_Standards of Connduct in Government Sponsored Research
-  PS 06 A 06_Guidelines for the Administraton of Sponsored Research
-  PS 06 A 07_Ethical Conduct in Research and Government Sponsored Activities
-  RACP - University of Houston
-  Responsible Conduct of Research Completion Report_Redacted
-  Sample COI _Redacted
-  Search the Exclusions Database _ Office of Inspector General
-  Texas State Auditor's Office
-  UH BOR Audit and Compliance
-  UH_SAM_Policies_and_Procedures
-  Welcome to srainternational.org _ srainternational
-  eCFR — Code of Federal Regulations
-  mysafecampus __ Anonymous Incident Reporting Systems

3.11.1

Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown exercises appropriate control over all its physical resources. The institution has a fiduciary responsibility to care for its physical assets. This includes the buildings and structures as well as all of the capitalized and controlled equipment. Safeguarding University assets occurs in the context of a broad risk management program, which includes regular internal and external audits/reviews, risk transfer through insurance, and, perhaps most importantly, through the establishment of a culture of compliance and right behavior on the part of all who make up the UHD community.

Deferred Maintenance Plan

Planned/deferred maintenance needs are reviewed annually by the Assistant Vice President (AVP) for Facilities Management and the Vice President for Administration and Finance (VPAF). The AVP for Facilities Management and his staff are engaged in continuous assessment of facilities condition, maintaining a log of needed projects that are prioritized by urgency. A rolling list of prioritized projects is maintained, with projects removed from the list as they are completed or, in some cases, determined to be no longer necessary. **Completed or deleted items** are tracked as a part of this process.

Funding for major maintenance projects (for example, a new roofs, a new chiller) is requested as line-items through the **annual planning and budgeting process**.

For lesser maintenance needs (such as re-tubing a boiler, patching an area of roof), the AVP will provide the VPAF with a list of recommended maintenance projects for the coming year. If in agreement, the VPAF will request the needed funds through the planning and budget process through a single request entitled "**Capital Renewal/Capital Improvement**".

The mechanism for the Board of Regents review of a campus' facilities planning and maintenance activities is the Capital Improvement Plan. UHD most recently presented its **Capital Improvement Plan** to the UHS Board of Regents in August 2015.

One means by which UHD assesses its effectiveness in addressing facilities-maintenance needs is its Facilities Condition Index Number (FCIN). The FCIN is a nationally recognized measure developed by the Association of Physical Plant Administrators (APPA). The FCIN measures the projected cost of addressing identified deferred maintenance needs as a percentage of the current replacement value of campus facilities. An FCIN of less than 5 percent is rated 'Good', which is the highest grade that is given. UHD's most recent Capital Improvement Plan shows the University to have a **FCIN** of 2.51 percent.

A comparison of the **2014 Campus Improvement Plan (CIP)** to the **2015 CIP** shows that progress was made in several areas. The refurbishment of the exterior South Deck stairway was completed, as was the modernization of Elevator #9. The electrical switchgear project was completed in the One Main Building, and work was done to upgrade HVAC/DDC controls in both the One Main and Academic Buildings. In August 2015, bids were opened for One Main South Tower roof replacement. A contractor was selected, and this \$883K project is getting underway.

Notably, with legislative approval of Capital Construction Bonds for a Science and Technology Building, UHD was able to remove a \$2 million deferred maintenance item from its plan. These funds would have been needed to upgrade Natural Science and Engineering Technology labs in the One Main Building had these bonds not been approved.

Capitalized/Controlled/Tracked Assets

UHD is required by state law to conduct an annual physical inventory of capitalized equipment and controlled personal property (**UHD PS 07.A.03, Property Management Annual Inventory**). Department Property Custodians are designated to track and control all physical inventory to that department. These custodians are required to take annual Property Management training.

Capitalized personal property includes furniture, equipment, and vehicles with a value over \$5,000. Controlled personal property includes items such as computers, cameras, and TVs that do not meet the capitalization threshold but are tracked due to the high-risk nature of the item. The Property Management (PM) unit within the Business Affairs Department is responsible for overseeing the annual inventory process and maintaining inventory records. The PM unit records and reconciles all data on capital and controlled assets, to include plant, property, and equipment. As provided for in policy, surplus or obsolete assets are disposed of through sale, salvage, or in certain instances, donation.

The State of Texas requires that all capitalized and controlled personal property be tracked and inventoried annually. Property is recorded by both the State and the University. As part of the process, UHD must certify to the state that an inventory was completed and provide a "Lost, Damaged and Destroyed Report" as documentation (**FY2014 State Certification of Inventory Completion**).

The State of Texas' guideline for missing property for state agencies is that the dollar amount not exceed 2% of the Historical Value of all tracked assets. Prior to FY 2015, state law dictated that any agency exceeding 2% could be subject to a reduction in appropriated funds. UHD has never had to surrender appropriated funds for this reason. UHD has consistently been well below the 2% standard, as shown in the reports provided, which cover the past two years (**FY2013** and **FY2014**).

The University must also report lost or stolen property as a percentage of total Net Book Value of Controlled and Capital Assets (net of buildings and land), which is an important State performance measure. While the State does not provide a guideline or percentage ceiling, the UHD goal is to improve continuously in this area, with the ultimate goal of having no lost or stolen items to report. For **FY2013**, UHD reported five items lost or stolen and in **FY2014** that number was reduced to two items.

Managing Risk - Audits

In Texas, all public universities are under a single statewide audit plan, and the audit is conducted by the Office of the State Auditor of Texas. (**State of Texas Financial Portion of the Statewide Single Audit Report FY12**)

The UH System Internal Auditing Department (UHS IA) produces a multi-year audit plan that includes all component universities. (**UHS Departmental Audit Plan – FY13-15**) This plan provides for various audits of all UHD departments on a risk-assessment basis. Included in the plan is the opportunity for campus administrators to request special audits or reviews. UHD has utilized management-directed audits on occasion to insure that policies and procedures are being followed. UHS IA works closely with state and federal auditors. The Director of UHS IA reports to the UH System Board of Regent's Committee on Audit and Compliance.

The UH System has policies addressing internal and external audits that apply to all component campuses (**UH System Administrative Memorandum 04.A.02, Audits by Internal Auditing, UH System Administrative Memorandum 04.A.01, Audits by External Auditors**).

Risk Management Plan

All State of Texas agencies and institutions of higher education are required to have a risk management plan in place to protect and minimize harm to the physical, human, financial and environmental resources of the University. The framework for such a plan is provided by a number of System-level and UHD policies governing risk management:

UH System Administrative Memorandum 01.C.01, Risk Management,
UHD Policy Statement 07.A.01, Property Management Policy,
UHD Policy Statement 01.D.03, Risk Management,

In addition, the University has developed a [Risk Management Manual](#) outlining procedures and responsibilities for various employees. Information is also maintained on UHD's [Risk Management website](#) and [Environmental Health and Safety website](#).

The Risk Manager at UHD is Mary Cook, [Director of Compliance and Risk Management](#) works closely with University of Houston System (UHS) Risk Management to provide information and data needed to identify, analyze, and evaluate operational risk. This information is used to consider alternative treatments of risk related to ongoing programs, new undertakings being considered, and operations being considered for discontinuation.

UHD has an active [Institutional Compliance Program](#) that promotes high standards and sound business practices to ensure compliance with laws, regulations, UH System, and University policies and to prevent fraud and the misappropriation of University resources. [Institutional Compliance Committee members](#) are appointed and charged by the President. An annual requirement of all UHD unit heads is completion of a survey to assess fraud prevention controls and departmental compliance with regulations, policies, and procedures ([FY14 Fraud Risk Survey](#)).

The UH System employs MySafeCampus, a third-party hotline for confidential, anonymous reporting of suspected fraud or other irregularities. A summary of campus compliance program activities is reported to the UH System Board of Regents quarterly ([Quarterly Compliance Report to Board 8-20-2015](#)).

An important means of managing financial risk is through the transfer of risk via an insurance program. The UH System has a single risk management/insurance program for all the System's component universities, including UHD. The most significant risk is that of property loss. For a university located along the Texas Gulf Coast, the greatest risk in this regard is weather-related, specifically from a hurricane. The UH System component universities accept some of that risk through high deductibles on covered property losses, which keep the policy premiums reasonable, while transferring the risk of a high-dollar loss to insurance underwriters.

Other insurance policies carried by UHD provide coverage in areas of General Liability, Accident-Blanket, Automobile Liability, Directors & Officers Liability, and Foreign Travel. The procurement of insurance coverage needs for property, fleet vehicles, and workers' compensation insurance is administered by the State Office of Risk Management (SORM).]

Risk Management Program Review

As part of the State's oversight, the [State Office of Risk Management](#) (SORM) periodically conducts various risk management program reviews (RMPRs). The reviews are conducted under the authority of the Texas Labor Code and designed to assist institutions in implementing comprehensive risk management programs that meet Risk Management for Texas State Agencies (RMTSA) guidelines. The more recent SORM reviews include:

- Risk Management Program Review conducted May 31, 2012. All recommendations from this review report have been addressed by UHD and closed by SORM.
- Property Risk Assessment conducted January 25, 2011. All recommendations from this review report have been addressed by UHD and closed by SORM.
- Thermographic Heat Testing conducted April 15, 2014. The recommendations were closed by SORM.
- On-Site Consultation conducted May 20-21, 2015. Report and recommendations from SORM are pending.

Cross Reference

[Core Requirement 2.11.2](#)

Sources

-  CR, CI Funding -UHD FM - FY2015
-  Environmental Health and Safety website
-  FY14 Fraud Risk Survey
-  Institutional Compliance Committee Members (appointed)
-  Mary Cook _ UHD
-  Missing Property Reported to State FY2013
-  Missing Property Reported to State FY2014
-  MySafeCampus
-  Quarterly Compliance Report to Board (08-20-15)
-  Risk Management Manual
-  Risk Management website
-  SORM Website
-  State Certification of Inventory Completion FY2013
-  State Certification of Inventory Completion FY2014
-  State of TX Financial Portion of the Statewide single audit report FY12
-  Stolen Property Reported to State FY2013
-  UH System (UHS) Risk Mgmt
-  UH System Administrative Memorandum 01.C.01, Risk Management
-  UH System Administrative Memorandum 04.A.01, Audits by External Auditors
-  UH System Administrative Memorandum 04.A.02, Audits by Internal Auditing
-  UHD Capital Improvement Plan 2014
-  UHD Capital Improvement Plan 2015
-  UHD FCIN 2015
-  UHD FY2016 Budget Request Summary - HEAF (excerpt 1)
-  UHD FY2016 DF
-  UHD Institutional Compliance Program
-  UHD PS 01.D.03, Risk Mgmt
-  UHD PS 07 A 01, Prop Mgmt
-  UHD PS 07.A.03, Prop Mgmt Annual Inventory
-  UHS Departmental Audit Plan, FY13-15

3.11.2

Institutional Environment

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown is committed to providing a healthy, safe and secure environment in which to teach, learn and socialize. Ensuring a healthy, safe and secure environment requires commitment across the University, but the responsibility rests mainly with three units—Environmental Health and Safety (EH&S), Police (PD), and Emergency Management (EM).

UHD has had a Police department since the University was established. All UHD police officers are licensed by the Texas Commission on Law Enforcement Officer Standards and Education. Police officers enforce federal, state, and local laws in addition to penal provisions to the Texas Education Code as well as university regulations. The Environmental Health and Safety department was created in the mid-1990s, and an Emergency Management unit with dedicated staff was established in 2013. The Environmental Health and Safety unit measures up well in outside reviews of UHD operations, particularly in areas like science labs and the shops in Facilities Management. The Emergency Management unit has been focused on strengthening the UHD Emergency Plan, training key personnel, and developing and carrying out an array of drills and exercises. Combined these three units represent over 47 full-time-equivalent staff dedicated the health, safety, and well-being of the UHD community.

UHD employs qualified individuals to oversee the health, safety, and security operations of the institution. The Vice President for **Administration and Finance** has primary responsibility for the health and safety aspects of the University environment. Administration include **VP for Administration and Finance, Police Chief, Manager of Environmental Health and Safety, Director of Emergency Management**.

Environmental Health and Safety

The **Environmental Health and Safety department** works to provide every student, faculty, and staff member with a safe and healthy learning and working environment. The Manager of Environmental Health and Safety is responsible for the administration of the overall program. Safety awareness and training are the cornerstones of the program and employees are actively encouraged to fully participate in the effort to ensure a healthy, safe campus. Examples of Environmental Health and Safety training include:

- New employee onboarding includes a "New Employee General Safety Orientation" video that addresses safety, emergency evacuation, security and other aspects of the institutional environment.
- All students involved in research are required to enroll in a non-credit Safety and Compliance course each semester.
- A host of videos and face-to-face trainings are available to the Facilities Management employees to heighten awareness of and encourage a safe workplace culture.

Periodic inspections and audits are conducted randomly by the Environmental Health and Safety department. Unsafe conditions are addressed with the appropriate parties for correction and training follows if required. When notified of an incident, accident or near-miss, Environmental Health and Safety investigates to determine the cause, and offers recommendations and training to mitigate any unsafe conditions and correct the condition(s) that led to the incident, accident or near-miss.

Health-related (Physical/Mental/Emotional) Programs for Students

Sports and Fitness enhances student development by providing facilities for students to participate in intramural sports, club sports, nutrition education, gym-workouts, fitness classes, dance classes, massage, and personal training/assessments. **Sports and Fitness** hosts an annual Health Fair in conjunction with other campus units and supports UHD's Wellness Committee to engage faculty, staff, and students in health and fitness initiatives. Sports and Fitness also provides weekly health sessions for the holistic growth of students, faculty, and staff.

Student Health Services provide currently enrolled students with urgent (non-emergency) care and wellness services such as annual exams and the immunizations that students need for compliance with state laws. Clinician services require an appointment, while a staff nurse provides a limited number of services for walk-ins. Student Health is contracted through UT-Health. Information about these services is provided on the **Student Health Services website**.

Student Counseling Services promotes student success and learning through services designed to help students maximize health and effectiveness at school, work, or home. **Student Counseling Services** provides confidential, personal support for a wide range of issues through services that include psychological counseling, financial advice, legal consultations, and wellness and stress management services during one-on-one counseling and consultations, as well as a number of workshops and seminars throughout the year. Student Counseling Services can be accessed through to face-to-face appointments or students can interact with Student Counseling Services via Zoom (with internet access) and receive counseling and support for mental health issues and concerns. In addition to appointments during business hours, Student Counseling Services provides all students with 24-hour access to counseling services via its help line (713-500-3852). Counseling Services are contracted through UT-Health.

The Office of Disability Services meets the needs of students with disabilities and ensures University compliance with ADA regulations. The **Office of Disability Services** supports the University's mission and commitment to meeting the needs of a diverse student body and it promotes student learning by providing essential educational support services to disabled students.

Police and Security

UHD Police

The UHD Police Department provides comprehensive police services 24 hours a day, seven days a week, utilizing foot, bicycle and vehicular patrols. Police officers and security officers are hired, trained, and supervised by the UHD Police Department. All UHD police officers are licensed through the Texas Commission on Law Enforcement (TCOLE). UHD police officers and the UHD Police dispatch center have direct interoperable radio contact with the Houston Police Department and the Metro Police Department (Transit).

Safety or security concerns may be reported directly to any on-duty police officer or security officer, or by phone at 713-221-8065 (non-emergency) or 713-221-8911 (emergency) or by e-mail at UHDPolice@uhd.edu.

Security officers are assigned to the W. I. Dykes Library, the Commerce Street Building housing the College of Public Service, the Shea Street Building housing the College of Business, and on the third floor of the One Main/Academic Building. Safety or security concerns within these areas may be reported to the security officer on-duty, who has direct radio contact with on-duty police officers and police dispatchers.

A security escort service is provided for community members who have safety concerns and wish to be accompanied while traversing the campus. Based on officer availability and the location of the person requesting the service, a police officer, security officer, or parking enforcement/escort officer will escort students, faculty, and staff to locations beginning and ending on or near campus.

Video Surveillance Camera System and Access Control System

To better secure people and property, the University leverages technology wherever possible, most notably through video surveillance and access control systems. These systems are managed by UHD Police staff consisting of an Electronic Security Systems Manager and two Electronic Security Systems Technicians who design, install, integrate and maintain the systems.

The access-control system provides electronically controlled locking mechanisms on all perimeter entrances of all University structures. Doorways not intended for regular use are equipped with door position switches for monitoring purposes. All of the classrooms in the Commerce Street, Shea Street, and Academic buildings are electronically controlled, allowing keyless entry. Selected other rooms are similarly equipped, including computer labs, science labs and other spaces requiring restricted access or containing high-value materials. This system gives police dispatchers the ability to quickly lock or unlock individual doors, or blocks of doors, as needed in an emergency.

Persons requiring access to electronically secured areas are issued access cards and/or key fobs, which are disabled upon the employee's separation of employment with the University ([Termination Clearance Policy \(PS 02.A.22\)](#)).

As part of the functionality of the access-control system, all electronically controlled classrooms on campus are equipped with a classroom lockdown system. This system allows an instructor to automatically lock the door(s) to that particular room by pushing a "panic button" located near the teaching podium. In addition to putting the room into lockdown, activation of this system sends an alert to Police Dispatch that immediate police assistance is needed in that specific classroom/lab.

The video surveillance system provides camera coverage of most campus areas including all points of building entry/exit, the W. I. Dykes Library, University parking lots, nearby public parking lots (through collaboration with the City of Houston), areas of public access within our structures, and the overall area in the vicinity of the University. UHD police dispatchers monitor cameras connected to the video system. The UHD Parking office has a monitor installed in their office allowing the monitoring of gates to controlled parking areas. Library security officers have the ability to monitor cameras installed in the library.

Incident Reporting

UHD employs student conduct management software to receive reports of and track allegations of violations of the [Student Rights and Responsibilities Policy PS 04.A.01](#). Student conduct matters are referred to the Student Conduct Officer, who may decide to further discuss "persons of concern" with the UHD Behavioral Intervention Team. Members of the Behavioral Intervention Team include the Dean of Students, Chief of Police, Director of Disability Services, and a representative from Counseling Services. A "person of concern" could be a member of the University community who is behaving in a strange or alarming manner or who might be struggling with depression or with the adjustment to University life [[Student Incident Reporting Form](#)].

Clery Act

UHD is committed to providing a safe and secure University environment ([UHD Crime Awareness and Campus Security policy PS 01.D.02](#)). In 1990, Congress enacted the Crime Awareness and Campus Security Act of 1990, amending the Higher Education Act of 1965 (HEA). Amendments to the Act in 1998 included the renaming of the law the **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)**. The **Clery Act** mandates institutions of higher education comply with certain campus safety- and security-related reporting requirements as a condition of participating in the Federal Student Financial Aid programs. In 2013, the Violence Against Women Reauthorization Act of 2013 (VAWA) amended the Clery Act to require institutions to compile statistics for incidents of domestic violence, dating violence, sexual assault, and stalking and to include policies, procedures, and programs pertaining to these incidents in their Annual Security Reports. The University Police Department prepares and publishes the [Annual Security Report](#) by October 1 of each year.

UHD has employees and students at UHD-Northwest located on the Lone Star College-University Park campus. Crime statistics for this campus are reported by the [Lone Star College Police Department](#).

Emergency Management

Emergency Management Plan (EMP)

The University of Houston-Downtown [Emergency Management Plan \(EMP\)](#) applies to any emergency or disaster that has potential to impact the people and/or property affiliated with UHD. The EMP provides general guidance for emergency management activities and an overview of the University's methods in mitigation/prevention, preparedness, response, and recovery. The EMP takes an *all-hazards* approach, encouraging effective and consistent response to any incident, disaster or emergency, regardless of the nature, origin, or complexity.

Utilizing best practices from the National Incident Management System (NIMS) and the Incident Command System (ICS), the Emergency Management Plan consists of a basic plan, incident annexes, support annexes, and appendices that provide additional information to assist in the general coordination of emergency actions required during various phases of emergency management. Specific information on how functions are to be performed is outlined in standard operating guidelines, operating manuals, and other documents that may be referred to in the basic plan, annexes, or appendices.

The plan applies to all University personnel participating in mitigation/prevention, preparedness, response, and recovery efforts. Units supporting the Emergency Management Plan guidelines maintain their own plans and procedures and actively participate in the training and exercises conducted in support of the plan. The EMP is distributed electronically to University essential personnel and made available in compliance with the Texas Education Code Subchapter E, Sec. 51.217, Subsection (f).

Management of campus incidents begins with first responders and elevates to include others from UHD and the local community. The EMP addresses how the University integrates and coordinates with governmental and non-governmental responding entities. The EMP has coordinated the University's Levels of Readiness and Response with those used by the local, county, state, and federal agencies.

Annual review of the Emergency Management Plan is conducted prior to each Fall Semester. The University of Houston System conducts an All Hazards Emergency Operations Plan—Safety and Security Audit every three (3) years by peer review. The review addresses requirements outlined by Texas Education Code 51.217-218, best practices issued by the Texas Division of Emergency Management (TDEM), and recommendations of the State Auditor's Report No. 09-009. The next scheduled peer review is in September 2015.

Emergency Notification

An emergency notification system refers to a collection of methods that facilitate the one-way dissemination or broadcast of messages to one or many groups of people with the details of an occurring or pending emergency situation. Message prioritization, automation of communication, fast message delivery, communication audit trails, and other capabilities are often required by each unique emergency situation.

The Emergency Notifications Annex outlines the operational concepts, responsibilities, and procedures to disseminate timely and accurate warnings to the University community, Lone Star College (the UHD partner in off-site operations), response partners, and government officials. To ensure interoperability, the annex incorporates values from the Common Alerting Protocol (CAP) and the American National Standards Institute (ANSI) for definitions and style of labeling.

UHD currently has an Emergency Communication System with primary and secondary publication modes that include: text messaging, email, social media, UHD web page, phone intercept messaging, digital signage, classroom tablet display, and messaging to computer desktop. The communication system and message content generation is tested each long semester at minimum unless changes in the system require verification, a drill or exercise incorporates use of the system, and/or a member of the Emergency Management Board (EMB) requests a test.

Training, Drills, and Exercises

Training is a critical component to any safety program or emergency preparedness plan. UHD essential personnel have been identified and trained in accordance with Department of Homeland Security and the Department of Education standards in National Incident Management System/Incident Command System courses. Forums, seminars, and presentations are available on a variety of topics related to health, safety, and security for the University community. Drills and exercises are conducted in accordance with local, state, and federal requirements/standards, and documented to determine gaps and develop corrective action plans.

Cross References:

[Core Requirement 2.11.2](#)

Sources

-  [2013 Annual Security and Fire Report \(Clery\)](#)
-  [2013_Annual_Security_Report](#)
-  [A&F Functional Organizational Chart](#)
-  [Carol Manousos_ UHD](#)
-  [David Bradley _ UHD](#)
-  [Eddie_Arias](#)
-  [Environmental Health and Safety website](#)
-  [Office of Disability Services](#)
-  [PS04A01_Student_Rights_and_Responsibilities](#)
-  [Richard Boyle _ UHD](#)
-  [Sports & Fitness](#)
-  [Student Counseling Services](#)
-  [Student Health Services](#)
-  [Student Incident Report Form](#)
-  [UHD Emergency Management Plan](#)
-  [UHD PS 01.D.02, Crime Awareness and Campus Security](#)
-  [UHD Termination Clearance Guidelines PS 02.A.22](#)
-  [UHS Safety Administration Policy - 01.C.07](#)

3.11.3

Physical Facilities

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown has always been committed to providing its students, faculty, and staff with well-maintained physical facilities—both on and off campus—that appropriately serve the needs of the University's educational programs, support services, and other mission-related activities. Strong support from the Texas legislature in the form of Higher Education Assistance Funds (HEAF) and Capital Construction Bonds (formerly Tuition Revenue Bonds) has enabled UHD to maintain, renovate, and expand facilities to accommodate enrollment growth and the introduction of new programs. Strong community college partnerships have created opportunities to co-locate, expanding UHD's reach into some of the faster-growing areas around Houston. UHD has worked with those partners to develop off-site facilities to a high standard. Descriptions of those sites and links to them are provided as part of this standard.

UHD has a **Campus Facilities Master Plan** that is updated and reviewed annually by the UH System Board of Regents. UHD is committed to maintaining, to a high standard, its current campus infrastructure. The University engages in routine and preventative maintenance, and works diligently to ensure that there is no build-up of "deferred" maintenance projects.

Campus Facilities Master Plan

UHD's current Campus Facilities Master Plan is very dependent on UHD acquiring a seventeen-acre land parcel located immediately to the north of campus. This property would provide excellent sites for a Science and Technology Building, a new and larger Recreation Center, and locations for student parking garages. The property would also provide long-desired green space for ball fields and general recreation. With a new Recreation Center in place, the existing Student Life Center could be demolished and that site used for a new Student Union facility.

The University is actively seeking to acquire the seventeen-acre parcel. An offer was recently tendered to the current ownership and negotiations are ongoing.

Technological Infrastructure

University of Houston-Downtown (UHD) has had a long-standing commitment to supporting and enhancing student learning with appropriate use of technology. This commitment advances the University's mission to prepare students for academic and career "success in a dynamic global society" and also supports student attainment of the General Education competency "knowledge of, and a degree of skill with, new technologies".

The academic colleges and departments focus on enhancing student learning through technology and have the technology resources to facilitate these efforts. UHD seeks to empower students, faculty, and staff by providing quality, up-to-date technology infrastructures and services that support and facilitate all facets of learning, research, and service at the University. UHD has a solid foundation of policies governing technology use and incorporates a formalized process to assess the effectiveness of technology support resources and to guide adjustments for continuous improvement.

Routine and Preventative Maintenance

The approach taken at UHD toward maintenance of campus facilities is a function of complexity and frequency of task. If a task requires a high level of specialized knowledge and/or is performed on an intermittent basis—elevator maintenance, for example, or the annual servicing of chillers and boilers—the work is generally performed by outside contractors. While the UHD Facilities Management department has staff for all major craft areas—mechanical/HVAC, electrical, plumbing, carpentry—the operation is lean. The staffing level is appropriate for handling lighter renovation projects and work orders. Work orders are logged and tracked using a leading facilities management software product (FAMIS).

At the off-campus sites, facilities maintenance is handled by the property owner/manager, with any issues resolved through UHD's Executive Director of Off-Campus Locations and Online Coordination, who may consult with UHD's Assistant Vice President for Facilities Management on certain matters.

Deferred Maintenance Plan

Planned/deferred maintenance needs are reviewed annually by the Assistant Vice President for Facilities Management and the Vice President for Administration and Finance. The Assistant Vice President for Facilities Management and his staff are engaged in continuous assessment of facilities condition, maintaining a log of needed projects that are prioritized by urgency—high, medium, low. A rolling list of prioritized projects is maintained, with projects removed from the list as they are completed or, in some cases, determined to no longer be necessary. **Completed/deleted items** are tracked as a part of this process.

Funding for major maintenance projects (for example, a new roof, a new chiller) are requested as line-items through the **annual planning/budgeting process**.

For lesser maintenance needs (re-tubing a boiler, patching an area of roof), the Assistant Vice President for Facilities Management provides the Vice President for Administration and Finance with a list of recommended maintenance projects for the coming year. If both are in agreement, the Vice President for Administration and Finance requests the needed funds through the planning/budgeting process through a single request entitled **Capital Renewal/Capital Improvement Request**.

The mechanism for Board of Regents' review of a campus' facilities planning and maintenance activities is the Capital Improvement Plan. UHD most recently presented its **Capital Improvement Plan** to the UHS Board of Regents in August 2015.

One means by which UHD assesses its effectiveness in addressing facilities maintenance needs is its Facilities Condition Index Number (FCIN). The FCIN is a nationally recognized measure developed by the Association of Physical Plant Administrators (APPA). The FCIN measures the projected cost of addressing identified deferred maintenance needs as a percentage of the current replacement value of campus facilities. An FCIN of less than five percent is considered "Good," and is the highest grade given. UHD's most recent Capital Improvement Plan shows the University to have a **FCIN** of 2.51 percent.

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Notably, with legislative approval of Capital Construction Bonds for a Science and Technology Building, UHD was able to remove a \$2 million deferred maintenance item from its plan. These funds would have been needed to upgrade Natural Science and Engineering Technology labs in the One Main

Building had the Capital Construction Bonds not been approved.

Facilities at Off-Campus Sites

UHD offers classes at three off-site locations: UHD-Northwest (a facility shared with Lone Star College-University Park, or LSC-UP), UHD at LSC-CyFair, and UHD at LSC-Kingwood. Lone Star College (LSC) is a SACSCOC accredited institution with excellent facilities; UHD has all off-campus facilities in partnership with Lone Star College. UHD offers all junior- and senior-level classes necessary to complete the degrees supported at the off-site campuses. The UHD and Lone Star College programs work together and care was taken to ensure course transferability from Lone Star College to UHD programs.

The facilities at UHD-Northwest are appropriate and sufficient to support UHD's educational programs and support services. UHD has been in operation at the Lone Star College-University Park facility site since 2010. UHD leases and controls approximately 28,000 gsf of high-quality support, instructional, and administrative space. This gives UHD autonomy in scheduling classes and enables the institution to assign faculty and staff to the location (this is already in another standard). UHD has grown enrollments at UHD-Northwest 70 percent from Fall 2010 to Fall 2014, with semester credit hours increasing from 3,252 to 5,529. The UHD-Northwest facility allowed for this growth, with room to grow further. UHD faculty and staff, including advisors, have office space on the premises and the site is visited regularly by student support staff in the University's Office of Scholarships and Financial Aid and the Office of Admissions at UHD's downtown campus.

A faculty and student satisfaction survey was conducted in 2014, and over 70 percent of those surveyed stated they were "satisfied" or "very satisfied" with the facility at UHD-Northwest. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. In the survey, 35 percent of the students expressed concerns about limited access to computer labs. In response, a 50-seat computer lab was constructed, which will triple the number of UHD-provided computer workstations available to students at UHD-Northwest. This new computer lab will also serve as a testing facility for students whose courses require them to take in-person final exams during the fall, spring and summer semesters. UHD students have access to the Lone Star College-University Park Library facilities, which provide them with additional computer workstations. There is abundant parking for faculty, staff, and students at this site, with two large parking garages providing almost 4,500 spaces.

The UHD facilities at LSC-CyFair and LSC-Kingwood are appropriate and sufficient to meet the educational and support service needs of students, faculty, and staff. At these sites, UHD rents rooms from Lone Star College at rates that vary by room type. UHD has taught classes at CyFair since 2005 and at Kingwood since 2006. UHD has a full-time coordinator/advisor who splits time between the CyFair and Kingwood sites. These sites are visited regularly by financial aid and admissions officers from UHD's downtown campus. There is a library and computer labs at these locations. While this model does not give the University the same degree of control over space that it has at UHD-Northwest, it is very cost-effective and enables UHD to deliver targeted programs to these important areas within the greater Houston metropolitan area. There is ample parking for faculty, staff, and students at these sites, with both sites providing large surface lots.

A faculty and student satisfaction survey was conducted in 2014 with over 80 percent of those surveyed indicating they were "satisfied" or "very satisfied" with the facility. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. UHD students can obtain an LSC library card which gives them access to the LSC computers and the wireless environment.

Technology at Off-Campus Sites

UHD-Northwest provides the technology infrastructure to meet student academic needs and to enhance learning. Like the downtown campus, the UHD-Northwest location provides a wireless environment and has an open computer lab, instructional computer classrooms, and presentation equipment for classroom use. Computers in this location are equipped with standard productivity software and on-site technology support during class hours.

The off-campus classes offered at CyFair and Kingwood have access to technology infrastructure to meet student academic needs. Each location provides a wireless environment, computer classrooms, and presentation equipment for classroom use. Computers are equipped with standard productivity software. UHD is presently in discussion with the LSC-Kingwood campus to install computers in the open computer lab at Kingwood. Students at CyFair have access to the open lab at the UHD-Northwest campus.

UHD provides access to specialized software at each off-campus location, as requested by faculty. Technology staff at each location provides individualized training in the use of technology to students as needed.

Use of Surveys to Assess User Satisfaction

UHD's Facilities Management unit conducts an annual [Customer Satisfaction Survey](#). The results of the surveys taken over the past three years are provided below.

The feedback received in terms of survey results and general comments are carefully reviewed and do influence University decision-making. This can be seen in the investments made in recent years in HVAC/DDC controls. Outdated controls make it more difficult to regulate temperature in the buildings, particularly the One Main Building, which is the building in which over 80 percent of the respondents worked. In the FY2013 Facilities Management Customer Satisfaction Survey 38 percent of respondents rated HVAC-Office Comfort to be Poor (14 percent) or Very Poor (24 percent). This was generally about offices being too cold or too warm. A year later 36 percent of respondents rated HVAC-Office Comfort to be Poor or Very Poor, but the breakdown had moved to Poor (25 percent) and Very Poor (11 percent). Though far from where Facilities Management wants to be, this was improvement.

Cross References:

[Core Requirement 2.11.2](#)

Sources

-  CR, CI Funding -UHD_FM - FY2015
-  FM_Fall_2012_Survey
-  FM_Fall_2013_Survey
-  FM_Fall_2014_Survey
-  NW_Distance_Education_SP_15_Student_Data
-  UHD Capital Improvement Plan 2014
-  UHD Capital Improvement Plan 2015
-  UHD FCIN 2015
-  UHD FY2016 DF
-  UHD_Campus_Master_Plan_Summary_Slide
-  UHD_MasterPlan_PhaseIII

3.12.1

Substantive Change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

At the University of Houston-Downtown (UHD), the **Commission's substantive change policy** and the University's policy **Monitoring and Reporting Substantive Changes (PS03.A.32)** guide the internal processes for substantive change. The University of Houston-Downtown submits notifications and prospectus to the Commission for substantive changes on all of the following:

- Any change in the established mission or objectives of the institution;
- Approval and removal of degree programs from the degree program inventory;
- Any major program redesign or modification such as those requiring CIP code or program name change;
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation;
- A substantial increase in the number of credit hours awarded for successful completion of a program;
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 25% of an educational program;
- Closing a program or off-campus site;
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution.

According to PS03.A.32, the SACSCOC Liaison is responsible for submitting the required notifications and prospectuses. At UHD, the SACSCOC liaison is also the Associate Vice President of Academic Affairs (AVPAA). Since all substantive change requests that are academic in nature are routed through the Office of Academic Affairs for review and approval, the AVPAA is informed about any changes in academic programs on and off-campus. The liaison also serves as an ex-officio member of the University Curriculum Committee, the shared governance body that approves all the new programs, substantive revisions to the programs, and all new courses. The liaison also works closely with the Executive Director of Off-campus Location and Online Coordination to monitor any substantive changes in percentage of programs offered at the off-campus locations. Other types of substantive changes such as those related to mission or objectives of the institutions are not under the purview of Academic Affairs. However, these changes do require major involvement of senior leadership in Academic Affairs as well as the Office of the President. The President and Provost work with the SACSCOC liaison to monitor any such changes that need to be reported to the Commission.

The liaison submits notifications and works with the departments in the respective colleges to submit prospectuses when applicable. Additionally, the liaison, in consultation with the President, Provost, and others within the University community, follows up with any recommendations or requirements for SACSCOC that are required for compliance.

The table below provides details of all substantive changes since the last decennial review in 2006.

Table of Contents Substantive Change Notifications to SACSCOC			
Submission Date	Approval Date	UHD Location	Description of Substantive Change
6/23/2009	11/6/2009	CyFair	Notification of the addition of CyFair as a distance location
6/23/2009	11/6/2009	Kingwood	Notification of the addition of Kingwood as a distance location
4/5/2010	1/18/2011	CyFair	≥50% of BA in Interdisciplinary Studies, Early Childhood - 6 th Grade, Generalist; and BA in Interdisciplinary Studies, Early Childhood - 6 th Grade, Bilingual Generalist; NOTE: PERCENTAGE CORRECTED TO ≥25% ON 1/11/2010
6/3/2010	9/27/2010	Kingwood	≥25% of BA in Interdisciplinary Studies, Early Childhood – 6 th Grade, Bilingual Generalist
6/3/2010	9/27/2010	Northwest	≥25% of BA in Communication Studies, BA English, BA History, BA Humanities, BA Mathematics, BA Philosophy, BA Social Sciences, BA Spanish; BAAS in Criminal Justice; BS in Biological and Physical Sciences with Secondary Certification; BA Interdisciplinary Studies Early Childhood – 6 th Grade, Generalist; BS Political Science, BS Professional Writing, BS Psychology, BS Social Sciences, BS Sociology; MAT in Bilingual Education, MAT in Secondary Education. NOTE: CORRECTED DEGREE TO BS IN INTERDISCIPLINARY STUDIES on 7/12/2010



7/15/2010	9/7/2010	Northwest	Notification of relocation of classes from University Center and Cinco Ranch to Northwest. Programs at ≥50% are BBA Accounting, BBA Computer Information Systems, BBA Finance, BBA General Business, BBA Management, BBA Marketing, BS Biological & Physical Sciences, BS Biotechnology, BS Interdisciplinary Studies; Programs at ≥25% BAAS Criminal Justice, BA English, BA Communication Studies, BA History, BA Humanities, BA Interdisciplinary Studies Early Childhood 6th Grade Bilingual, BA Interdisciplinary Studies Early Childhood 6th Grade, BA Mathematics, BA Philosophy, BA Social Sciences, BA Spanish, BS Criminal Justice, BS Political Science, BS Professional Writing, BS Psychology, BS Social Sciences, MAT Bilingual Education, MAT Curriculum & Instruction, MAT Elementary Education, MAT Secondary Education
11/10/2010	7/8/2011	Kingwood	≥50 % of BA in Interdisciplinary Studies, Early Childhood – 6 th Grade, Generalist; and BA in Interdisciplinary Studies, Early Childhood – 6 th Grade, Bilingual Generalist
1/5/2011	2/11/2011	CyFair	≥25% of BA in Mathematics, BBA in Computer Information Systems, BBA in Finance, BBA General Business, BBA International Business, BBA Management, BBA Marketing, BBA Supply Chain Management
1/6/2011	2/11/2011	Kingwood	≥25% of BA Interdisciplinary Studies 4-8 th Grade Generalist
1/6/2011	2/11/2011	CyFair	≥25% of BA Interdisciplinary Studies 4-8 th Grade Generalist, BBA Accounting, BBA Insurance & Risk Management, BS Applied Mathematics, BS Applied Statistics, BS Biological & Physical Sciences
2/17/2011	8/2/2011	Program	Intention to offer Master of Business Administration Fall 2011
10/11/2011	12/9/2011	Atascosita	≥25% of the following BBA programs: Accounting, Computer Information Systems, Finance, General Business, Insurance & Risk Management, International Business, Management, Marketing, Supply Chain Management
8/3/2012		Northwest	≥25% of Master of Security Management for Executives
	8/8/2012	Program	Confirmed that the English Language Institute Program is accredited per SACSCOC
10/18/2012	1/30/2013	Atascosita	≥50% of BBA with a major in General Business
10/24/2012		Northwest	≥25% of Master in Security Management for Executives
4/18/2013	10/24/2013	Program	Closure of BS Engineering Technology, Fire Protection
5/21/2013	10/7/2013	Atascosita	Approval of distance education site
5/31/2015		Program	Intention to offer Master of Arts in Rhetoric and Composition Fall 2014
5/31/2015		Program	Intention to offer Master of Arts in Non-Profit Management Fall 2013
5/31/2015		Program	Intention to offer Master of Science in Data Analytics Fall 2015
7/31/2015		Atascocita	Relocating operations from the Lone Star College-Atascosita Center (15903 West Lake Houston Parkway, Houston TX 77044) to the Lone Star College-Kingwood location (20000 Kingwood Drive, Kingwood TX 77339), which is another of our off-campus sites that has been approved by Southern Association of Colleges and Schools/Commission on Colleges
8/21/2015			Master in Arts in Rhetoric and Composition Prospectus

8/21/2015			Master of Arts in NonProfit Management Prospectus
8/21/2015			Master of Science in Data Analytics Prospectus
8/24/2015			Notification of Contractual arrangements for: (1) University of Houston and the Air Force ROTC and (2) Texas A&M University's Nuclear Power Institute

Cross References

Comprehensive Standard 3.13.1

Sources

-  PS03A32- Substantive Change Policy
-  SubstantiveChange for SACSCOC Accredited Institutions- Policy Statement

3.13.1

Commission policies: Accrediting Decisions of Other Agencies

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

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative







University of Houston-Downtown (UHD) complies with the SACSCOC policy on seeking or holding accreditation from more than one accrediting body recognized by the U.S. Department of Education. UHD holds institutional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and does not seek or hold institutional accreditation from any other institutional accrediting body. Several UHD programs have separate accreditations from disciplinary bodies recognized by the Department of Education. Information about accreditation can be found on the webpage.

UHD describes itself consistently to SACSCOC and to its programmatic accrediting agencies, using the same sources of institutional data and identical information to describe the institution, its mission, its governance structure, its operations, and its educational programs. Since University's last SACSCOC reaffirmation in 2006, no UHD program has lost or voluntarily withdrawn its accreditation with any accrediting agency.

The table below provides details of the accreditations, including names of the accrediting bodies, the programs accredited, and dates of the most recent approval or reaffirmation. The supporting documents include copies of documents confirming UHD's accreditation by these bodies.

Accrediting Agency	UHD Program Accredited & Unit Housing the Program	Most Recent Approval or Reaffirmation	Negative Action Taken
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Institutional accreditation, all programs	2006	None
Association to Advance Collegiate Schools of Business (AACSB)	BBA MBA MSME <i>College of Business</i>	2014	None
Engineering Technology Accreditation Commission of ABET	BSET in Control Instrumentation Engineering Technology BSET in Structural Analysis with Design Option BSET in Fire Protection Engineering Technology <i>Department of Computer Science and Engineering Technology</i>	2014	None
Texas Education Agency (TEA)	BAIS with Certification MAT with Certification <i>Department of Urban Education</i>	2015	None
American Chemical Society (ACS)	BS in Chemistry <i>Department of Natural Sciences</i>	2015	None
Council on Social Work Education (CSWE)	Bachelor of Social Work <i>Department of Criminal Justice and Social Work</i>	2012	None

Sources

-  AACSB letter Mar 2014
-  ABET Accreditation documents
-  ACS Approval Letter 2015
-  About UHD Accreditation webpage
-  CSWE Accreditation Letter
-  TEA Accreditation Notice 2014

3.13.2

Commission policies: Collaborative Academic Arrangements

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

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) complies with the SACSCOC Collaborative Academic Arrangements Policy.

UHD does not offer any joint or dual degree programs, and thus it complies with SACSCOC policy with respect these types of programs.

UHD also complies with the Commission's policy as it applies to individual courses. University has two arrangements relating to the delivery of specific courses: a Memorandum of Understanding with [Texas A&M University's Nuclear Power Institute](#) (NPI) and a Contractual Agreement with [University of Houston and the U.S. Air Force](#). The courses at issue were vetted through UHD's normal review processes to ensure quality and curricular appropriateness. The Provost's Office has reviewed and approved the legally binding arrangements with Texas A&M NPI and with University of Houston and the U.S. Air Force. Both universities with whom UHD has contractual arrangements are accredited by SACSCOC.

UHD has notified SACSCOC and supplied the Commission copies of the signed final agreements, which are also included in the Supporting Documents for this standard.

Agreement with Texas A&M University's Nuclear Power Institute

The Department of Natural Sciences has developed an agreement with Texas A&M University's Nuclear Power Institute (NPI) to offer five specialized applied physics courses to UHD majors in natural sciences. Under the terms of this agreement, which is related to a Nuclear Regulatory Commission grant shared by UHD and Texas A&M faculty, UHD students are allowed to take specific online courses taught by Texas A&M physics faculty. The courses are listed in the UHD course inventory as follows:

PHYS 2210 - Nuclear Power Plant Human Performance
PHYS 2310 - Nuclear Power Plant Fundamentals
PHYS 2311 - Nuclear Power Plant Systems Pressurized Water Reactor (PWR)
PHYS 2312 - Nuclear Power Plant Operations
PHYS 2313 - Nuclear Power Plant Systems Boiling Water Reactor (BWR)

These courses have been reviewed and approved at the department, college, and university levels through the same processes as all other UHD courses and thus have learning outcomes and methods of assessing student achievement that have been approved by UHD faculty at the departmental and university level. In Fall 2014, the University Curriculum Committee approved these five courses (Morano email), which will appear in all subsequent undergraduate catalogs. The courses themselves are electives for students and lead to NPI certification. Texas A&M is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges. In the event that Texas A&M can no longer offer these courses, UHD Natural Sciences faculty are able to teach the courses.

A copy of the [Memorandum of Understanding](#) with Texas A & M is contained in the Supporting Documents for this standard.

Agreement with University of Houston and the Air Force ROTC




The Department of Social Sciences offers a minor in [Military Leadership](#) (*Undergraduate Catalog* 126-127) that through a 2007 agreement with the University of Houston and the Air Force ROTC (AFROTC), allows qualified UHD students "to earn appointments as commissioned officers in the United States Air Force" (UH Contract No. K-07-00741). The minor requires 18 semester hours in Military Science, almost all of the courses offered by UH and AFROTC faculty on the UH campus. University of Houston is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges. Although the minor is open to all UHD students, there are very few Military Leadership minors, and they are almost exclusively those who are seeking an Air Force commission. The agreement affords those UHD students an opportunity to pursue military career options with the United States Air Force that they would not otherwise have.

A copy of the [contract for this arrangement \(No. K-07-00741\)](#) is contained in the Supporting Documents for this standard.

Cross Reference

[Comprehensive Standard 2.7.4](#)
[Comprehensive Standard 3.4.4](#)

Sources

-  [Crosstown Agreement between UH_UHD and AFROTC](#)
-  [MOU UHD_TAMU_Nuclear Power Institute Certificate Program](#)
-  [UHD 2014-15 Undergrad Catalog-- Military Leadership, 126-127, 290-292](#)

3.13.3

Commission policies: Complaint Procedures against the Commission or Its Accredited Institutions

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

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) has in place student complaint policies and procedures that are reasonable, fairly administered, and well publicized. Appropriate responses to student complaints are carried out in accordance with the particular university policy governing the area in which the student's complaint falls. The general procedures for addressing student complaints are described in [PS 04.A.01](#), Student Rights and Responsibilities (§3.1.10). The policy is published in the *Student Handbook*, which is revised annually, and on the UHD website, where the most recent version of this policy is always maintained. Records of the complaints and the University's response to them are maintained in the appropriate office according to the type of complaint.

UHD's policies and procedures for handling student complaints comply with the customer service regulations established in [Texas Government Code 2114](#), which requires each state agency to post customer-service standards in a "Compact with Texans." Published on the UHD website, the [UHD Compact with Texans](#) provides students and other constituents with a general overview of problem-solving procedures as well as the contact information for the final arbiter of complaints within each major division of the University.

The sections below discuss the particular policies and procedures for addressing a number of common student complaints or concerns.

General Complaints Processed Through Student Affairs

The Student Rights and Responsibilities Policy (PS 04.A.01) establishes the process for handling student complaints in areas not addressed by other policies. The policy is published online and in the *UHD Student Handbook* (pp.55-60). Incoming students are informed of the availability of the Student Handbook during Orientation and it is published online in PDF format. The policy stipulates that within 24 hours of submitting the form, the student will be contacted by the Dean of Students or the designated office to which the complaint was referred to discuss next steps in resolving the problem (§3.1.10.4). In accordance with state and federal record-retentions regulations, the Dean of Student's office maintains records of student complaints for at least five years (§3.1.10.5).

In effect, because the Dean of Students is charged with referring student complaints to the appropriate office, students may use the online Student Problem-Solving Form as a starting point to register complaints about any aspect of the University. The Office of Student Affairs will ensure that the complaint reaches the appropriate office, whose personnel will then inform the student of any further steps necessary for addressing the complaint in that area. As noted above, the [Student Problem-Solving Form](#) is featured prominently on a number of high-traffic pages on the website, thus allowing face-to-face and online students equal access to problem-resolution mechanisms.

The Office of the Dean of Students maintains a Student Complaints Log. Included in the Supporting Documents for this standard is the Student Complaints Log 2014-2015, which includes the date, the phone number for the student, the means by which the complaint was conveyed, the nature of the complaint, and the resolution.

Grade Appeals

The procedures student must follow to initiate a grade appeal are described in [PS03.A.04](#) §4.5 and are summarized in *The UHD Student Handbook* (10), the *UHD Graduate Catalog* (35), and the *UHD Undergraduate Catalog* (47). Like other academic policies, PS 03.A.04 is published in the Policies section of the UHD website. The policy requires that students appeal to the instructor first. If the student is unable to resolve the appeal with the instructor, he should appeal to the appropriate department chair and then to the appropriate dean. Grade appeals must be submitted in writing along with the student's documentation to support the appeal. Grade appeal forms are available in the department offices.

Transfer-Credit/Articulation Appeals

At UHD, transfer credit is awarded in compliance with [PS03.A.10](#) on Acceptance of Transfer Credit and with the Texas Higher Education Coordinating Board rules designed to make transferring coursework between accredited state institutions more efficient. However, in the event that coursework does not articulate with UHD coursework and transfer credit is denied, students may request to have their previous coursework re-evaluated for transfer credit. Re-evaluation requests are made to academic advisors, who then send the course information to the office of the appropriate academic dean. The dean's office works with the relevant faculty coordinator or department chair to decide on the application of transfer credit to the specific degree program (§3.1.12). Credit earned from institutions outside the United States "must be evaluated by a standard evaluation service" and then reviewed by relevant degree coordinator or department chair (§3.1.11).

Appeals Related to Academic Records

In keeping with the Family Educational Rights and Privacy Act (FERPA) and UHD's own [PS 03.A.22](#), students have the right to petition the University to amend any erroneous or misleading information in their records. UHD students are informed of this right to amend academic records in *The Student Handbook* (12-13), the *Graduate Catalog* (37), and the *Undergraduate Catalog* (49). The process for amending records is discussed in §2.5-§2.6 of PS03.A.22. The most recent version of this policy is published on the University website.

The Registrar's Office also maintains the [Student Record Discrepancy](#) page, which provides information about such appeals as well as a link to the Webtrace Request form used to initiate the records-amendment process.

Appeals Related to Enrollment and Withdrawal

The Registrar's Office posts an [Appeal Request form](#) online that may be used by students:

- request an exemption to the State's cumulative limit of six course withdrawals. Permitted exemptions are detailed in [PS 03.A.36](#)
- appeal Excess Fees (fees levied for exceeding the maximum of 18 credit hours of developmental coursework).
- request course withdrawal after the deadline for extenuating circumstances.
- appeal administrative withdrawals for non-compliance with the mandatory bacterial meningitis vaccination.
- appeal administrative withdrawals for non-compliance with the Class Attendance and Administrative Drops rule.

Appeals Related to Academic Probation and Suspension

Academic probation and suspension for undergraduates at UHD is governed by [PS03.A.07](#), which requires students to appeal suspension by petitioning the appropriate academic dean (§2.2). The policy is published on the University website, and information about academic probation and suspension is also published in the [UHD Student Handbook](#) (6-7) and [UHD Undergraduate Catalog](#)(47-48),

Graduate Students appeal academic decisions, including those relating to probation and suspension, directly to the Graduate Director of the appropriate graduate program. As noted in the [UHD Graduate Guidelines](#), "The student must furnish the relevant Graduate Director with a written request for an appeal that identifies the specific decision that is being appealed, the details of the situation (as concise as possible), and a proposed rectification. Appeals must be filed within the semester of the incident" ([Graduate Guidelines](#) (7)).

Appeals Related to Academic Honesty Decisions

The University's Academic Honesty Policy, [PS03.A.19](#), describes the procedures by which a student appeals charges of cheating or plagiarism. The student has three level of appeals: the department chair, the college dean, and the University's Student Discipline Committee. The Office of the Dean of Students retains copies of academic honesty violation reports (§4.2). The Academic Honesty Policy published on the UHD website and in the [UHD Student Handbook](#) (28-29).

Appeals Related to Academic Adjustments/ Accommodations for Students with Disabilities

The regulations for accommodating students with disabilities are described in [SAM 1.D.09](#), which includes a section on how students can file an appeal if they believe a requested accommodation has been unfairly denied (§5.6). The policy is linked to the Office of Disability Services (ODS) webpage entitled "[Registering with Disability Services](#)." Information about the Office of Disability Services, including contact information, is also published in the [UHD Student Handbook](#) (21). The ODS also provides a set of procedures for students at off-campus locations, entitled "[Disability Services for Off-campus and Online Students](#)," published on ODS's website.

Complaints Related to Sexual Misconduct

Student complaints related to sexual misconduct (including sexual assault, sexual exploitation, sexual harassment, and stalking) are governed by [SAM 1.D.08, Sexual Misconduct Policy](#). Section 10 of this policy describes the procedures for filing a formal report. Students may file formal complaints of Sexual Misconduct to the Title IX Coordinator, to the Employment Services Offices, University Police, or the Dean of Students. The Title IX Coordinator is the campus employee designated to coordinate University efforts to implement and comply with the policy, and at UHD, the coordinator for Title IX-related student complaints is the Campus Relations Officer (described below). All such reports must be handled in accordance with the policy, and the Title IX Coordinator works with UH System's Office of Equal Opportunity Services (EOS) to ensure appropriate handling of the charges. Students who wish to retain full anonymity may opt to report sexual misconduct via [MySafeCampus](#), described below.

Complaints Related to Discrimination and Harassment

Student complaints related to discrimination and forms of harassment other than sexual are governed by [SAM 1.D.07, Discrimination and Harassment Policy](#). Section 5 of that policy details the procedures for filing and adjudicating such a complaint. As in cases involving sexual misconduct, UHD's Title IX Coordinator cooperates with the University of Houston System's EOS to ensure compliance with the law. Students may also opt to file discrimination and harassment complaints via [MySafeCampus](#), described below.

MySafeCampus™

Students who prefer to remain anonymous may also use the [MySafeCampus™](#) portal to submit written complaints about ethics, safety, or legal violations at the University. MySafeCampus™ is an independent, third-party incident-reporting system that allows the complainants to choose the degree of anonymity they desire in the process. Students may submit a written complaint via the MySafeCampus™ web portal, which is linked to bottom of the UHD homepage (and every webpage therein). Students may also submit complaints via the MySafeCampus toll-free phone number. The anonymous reports are forwarded to the relevant UHD vice president, who works with the Vice President of Employment Services and Operations to assign someone to investigate the complaint. The completed investigation is submitted to the University of Houston System Internal Auditor, who responds to the anonymous complainant.

Campus Relations Officer

The Campus Relations Office aids all members of the UHD Community with problem resolution, information sharing, and policy interpretation on issues pertaining to sexual misconduct, discrimination, harassment, and staff grievances. The Campus Relations Officer, who also serves as the Title IX Coordinator and the Student Conduct Officer, also serves as a mediator between students and faculty members in the event of conflict. The Campus Relations website provides students information about these services and a phone number (713-222-5366) to call to make an appointment or to obtain further information about filing a complaint.

Cross Reference

[Comprehensive Standard 3.9.1](#)
[Federal Requirement 4.5](#)

Sources

- Student Complaint
 - Blackboard Complaint, SPSF Redacted 17
 - Cashier Hold inquiry, SPSF Redacted 4
 - CHSS Grade Appeal Sample 1
 - CHSS Grade Appeal Sample 2
 - Complaint about Instructor SPSF Redacted2
 - Complaint about Online Instructor, SPSF Redacted12
 - Course Registration Approval, SPSF Redacted 13
 - Employee Rudeness SPSF Redacted3
 - Financial Aid & GPA, SPSF Redacted7
 - Grade appeal, referral, SPSF Redacted6
 - Instructor No-Show SPSF Redacted9
 - Missed Exam, SPSF Redacted8
 - Parking hold & customer service, SPSF Redacted 15
 - Parking Shuttle Complaint SPSF Redacted5
 - Pedestrian Safety, SPSF Redacted14
 - Pell Grant & Refund, SPSF Redacted10
 - Request for Maternity Desk, SPSF Redacted11
 - Timing of Fire drill & lost computer files, SPSF Redacted1
 - Transcript and Degree Conferral Query, SPSF Redacted16
 - Withdrawal from courses & 6-W rule, SPSF Redacted 18
- Campus Relations & Student-Conduct Officer job description
- Campus Relations webpage
- Current Students page, with Submit a Complaint link
- Distance Ed 'Comments or Compliments' Survey
- Distance Education Complaint Resolution page
- Grade Appeal Form--CHSS
- GradeAppealForm--CPS
- Library Feedback Form
- MySafeCampus® __ Anonymous Incident Reporting Systems
- New Student Orientation Program Schedule 2015
- PS03A04_Grading_System
- PS03A07
- PS03A10(1)_Acceptance_of_Transfer_Credit
- PS03A19
- PS03A22
- PS03A36
- PS04A01 Student Rights and Responsibilities_OLD
- Procedure for Distance Education Students Requesting Disability Services
- Registering with Disability Services webpage
- Registrar's Appeal Request Form
- SAM 1.D.07 Discrimination and Harrassment
- SAM 1.D.09 Student Academic Adjustments-Aux. Aids Policy
- SAM 1.D.8 Sexual Misconduct
- Student Affairs Policy Statements webpage
- Student Problem-Solving Form
- Student Record Discrepancy (Webtrace)
- Tell Us What You Think webpage
- Texas Government Code Chapt 2114, Customer Service
- UHD 2014-2015 Graduate Catalog, pp. 35-37
- UHD 2014-2015 Undergraduate Catalog, pp. 10, 45-50
- UHD_Graduate_Guidelines_2015-2016
- UHD_Student_Handbook_2014-2015
- Webtrace Request form

3.13.4.a

Commission policies: Reaffirmation of Accreditation and Subsequent Reports (distance learning programs)

Applicable Policy Statements

- a. An institution includes a review of its distance learning programs in the Compliance Certification.

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

Judgment

- Compliance
- Non-Compliance
- Partial Compliance
- Not Applicable

Narrative

University of Houston-Downtown (UHD) has incorporated an assessment of its compliance with standards that apply to its distance learning programs and courses, including those offered online and those offered at off-campus locations.

The University has an **Office of Distance Education** to oversee the administration of online and off-campus programs and to provide support to students and faculty in these programs. UHD also has the **Online Education Policy** (PS 03.A.37) to provide a policy framework for online education. The policy articulates the University's commitment to providing effective online educational programs and courses that are comparable to UHD's traditional face-to-face offerings, and it stipulates the commitment of sufficient administrative and financial resources to support students and provide effective instruction online.

UHD currently offers programs and/or courses at three off-campus locations: UHD Northwest, UHD at Lone Star College-Kingwood, and UHD at Lone Star College- CyFair. Most programs at UHD offer some online courses, and the following are completely online programs:

College of Business

- B.B.A. General Business
- B.B.A. Enterprise Information Systems
- B.B.A. Finance
- B.B.A. Insurance & Risk Management
- B.B.A. International Business
- B.B.A. Management
- B.B.A. Marketing
- B.B.A. Supply Chain Management

College of Humanities and Social Sciences

- B.A. Humanities
- B.S. Professional Writing
- B.S. Psychology
- M.A. Non-Profit Management

College of Public Service

- B.S. Criminal Justice
- B.A.A.S. Criminal Justice
- M.S. Criminal Justice
- M.A. Teaching

University College




- B.A.A.S. Applied Administration
- B.S. Interdisciplinary Studies

UHD maintains a list of its fully online programs on the **UHD Online** page of the University's website.

In preparing this Compliance Certification document, the University incorporated consideration of its online and off-campus programs, courses, services, and students. The table below shows the standards that address compliance related to online and off-site education.

Standards Specifically Addressing Distance Learning Programs and Courses		
CR	2.8	Faculty
CR	2.9	Learning Resources and Services
CR	2.10	Student Support Services
CR	2.11.2	Physical Resources
CS	3.3.1.1	Institutional Effectiveness: Educational Programs, to include Student Learning
CS	3.3.1.3	Institutional Effectiveness: Academic and Student Support Services
CS	3.4.6	Practices for Awarding Credit
CS	3.4.9	Academic Support Services
CS	3.4.10	Responsibility for the Curriculum
CS	3.4.12	Technology Use
CS	3.5.3	Undergraduate Program Requirements
CS	3.5.4	Terminal Degrees of Faculty
CS	3.6.1	Post-Baccalaureate Program Rigor
CS	3.8.1	Learning/Information Resources
CS	3.8.2	Instruction of Library Use
CS	3.9.1	Student Rights
CS	3.11.2	Institutional Environment
CS	3.11.3	Physical Facilities
CS	3.13.4.b	Reaffirmation of Accreditation and Subsequent Reports: Distance Learning Programs
FR	4.5	Student Complaints
FR	4.8.1	Distance and Correspondence Education: Verification of Student Identity
FR	4.8.2	Distance and Correspondence Education: Privacy Procedures
FR	4.8.3	Distance and Correspondence Education: Notification of Identity Verification Surcharges
FR	4.9	Definition of Credit Hours

Sources

 Online webpage_UHD
 PS03A37_Online_Education_Policy
 Who's_Who_in_DE_at_UHD_UHD

3.13.4.b

Commission policies: Reaffirmation of Accreditation and Subsequent Reports (description of system operation)

Applicable Policy Statements

b. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

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

Judgment

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance ☐ Not Applicable

Narrative

University of Houston-Downtown (UHD) was established in 1974 when the assets of South Texas Junior College were transferred to the University of Houston. In 1979, the Texas Legislature established University of Houston Downtown as a separate university within the University of Houston System, as specified in the Texas Education Code, Title 3, Subtitle F, §111.90-§111.91:

Sec. 111.90. UNIVERSITY OF HOUSTON-DOWNTOWN. There is established in the City of Houston a coeducational institution of higher education to be known as the University of Houston-Downtown. This institution shall be located on land currently owned by the University of Houston System.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979. Amended by Acts 1983, 68th Leg., p. 151, ch. 41, Sec. 3, eff. April 26, 1983.

Sec. 111.91. ORGANIZATION AND CONTROL. The organization and control of the institution are vested in the board of regents of the University of Houston System. With respect to this institution the board of regents has all the rights, powers, and duties that it has with respect to the organization and control of the University of Houston and the University of Houston at Clear Lake City except as otherwise provided by this subchapter. However, the University of Houston-Downtown College shall be maintained as a separate and distinct institution of higher education.

Added by Acts 1979, 66th Leg., p. 319, ch. 148, Sec. 1, eff. Aug. 27, 1979.

UH System Structure

The University of Houston System (UHS) was itself created by an act of the Texas Legislature in 1977, as recorded in Texas Education Code §111.20:

Sec. 111.20. UNIVERSITY OF HOUSTON SYSTEM. (a) The University of Houston System hereby created is composed of all those institutions and entities presently under the governance, control, jurisdiction, and management of the Board of Regents of the University of Houston. (b) The University of Houston System shall also be composed of such other institutions and entities as from time to time may be assigned by specific legislative act to the governance, control, jurisdiction, and management of the University of Houston System. (c) The governance, control, jurisdiction, organization, and management of the University of Houston System is hereby vested in the present Board of Regents of the University of Houston, which will hereinafter be known and designated as the Board of Regents of the University of Houston System.

UHD is one the four UHS component universities, each with its own mission, faculty, and chief executive: University of Houston (UH), University of Houston-Clear Lake (UHCL), University of Houston-Downtown (UHD), and University of Houston-Victoria (UHV). Through its component universities, the UHS serves some 68,000 students in the Houston Metropolitan area. University of Houston is a Tier One research university with competitive NCAA athletics. UHCL was formerly an upper-division university with masters and limited PhD programs, but initiated downward expansion in the last decade to include lower-division courses and programs. Similarly, UHV, once having been an upper-division institution with master's programs, began a downward expansion in the last decade and now matriculates freshmen. UHD is a comprehensive university with a small but growing number of graduate programs serving Houston's dynamic urban core. Together, the four component universities fill the higher education needs of the region.

The System is governed by the UHS Board of Regents and overseen by the Chancellor, who also serves as the President of the University of Houston. In addition to the four component universities, the System includes the System administration, five regional teaching centers and branch campuses, and Houston Public Media, which is comprised of KUHT/Channel 8-Houston Public Television; KUHF, Houston's National Public Radio station; and KUHA, a classical music station.

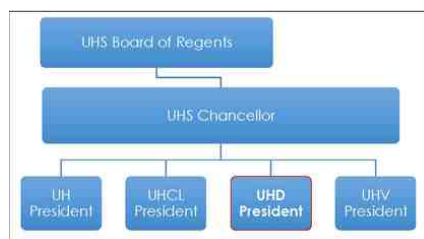


Figure 1: University of Houston System Governance Structure

UH System Mission

The UH System's mission informs the missions of the four component universities, including UHD. Each of the component universities contributed to accomplishing the overall mission of the System. For example, the UHS mission emphasizes "access to comprehensive higher education" for "the diverse community of students"; through its own commitment to "providing strong academic and career preparation" and its "inclusive community dedicated to integrating teaching, service, and scholarly research" (UHD mission statement), UHD has been instrumental in providing the educational access addressed in the System's mission statement. An open-admissions institution until 2013, UHD has traditionally provided for all Houstonians access to education and continues to offer affordable, high-quality degree programs to one of the most diverse student populations in the U.S.

Figure 2: Mission Statements	
UHS	UHD
<p>The University of Houston System provides, through the complementary missions of its four universities, access to comprehensive higher education programs and services to the diverse community of students in the Houston metropolitan area and beyond. The UH System's research and scholarship are globally significant, nationally competitive, and serve as an engine for economic development, while its public service activities enhance the quality of life in the region.</p>	<p>The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.</p>

UH System Governance

The structure for System governance has its basis in [Texas Education Code §111.21](#), which vests the Board of Regents with the authority of appointing the System's Chief Executive Officer (the Chancellor) to oversee the operation of the System as a whole, and in [Texas Education Code §352 \(d\)](#), which stipulates the Board's responsibility to appoint and evaluate the president of each component university. In accordance with these statutory requirements, UH System Board of Regents Policy affirms the Board's authority to appoint the Chancellor and the component university presidents and specifies the purviews of each executive along with the reporting structure ([BOR Policies 02.01 and 02.02](#)).

The method of appointment of board members and their legal authority is outlined in [Title 3, Subtitle F, of the Texas Education Code](#):

Sec. 111.11. BOARD OF REGENTS. The organization and control of the university is vested in a board of nine regents. Acts 1971, 62nd Leg., p. 3270, ch. 1024, art. 1, Sec. 1, eff. Sept. 1, 1971.

Sec. 111.12. APPOINTMENTS TO BOARD; TERMS. Members of the board are appointed by the governor with the advice and consent of the senate. The term of office of each regent shall be six years, except that in making the first appointments the governor shall appoint three members for six years, three members for four years, and three members for two years. Any vacancy that occurs on the board shall be filled for the unexpired term by appointment of the governor. Acts 1971, 62nd Leg., p. 3270, ch. 1024, art. 1, Sec. 1, eff. Sept. 1, 1971.

As of August 1, 2015, the following members have been appointed by the Governor to serve on the [current UHS Board of Regents](#):

- Tillman J. Fertitta, Chairman
- Welcome W. Wilson, Jr., Vice Chairman
- Beth Madison, Secretary
- Jarvis V. Hollingsworth
- Spencer D. Armour, III
- Roger F. Welder
- Durga D. Agrawal
- Paula M. Mendoza
- Peter K. Taaffe
- Garrett H. Hughey (non-voting Student Regent)

UHS Administrative Responsibilities

Responsibilities of the Board

Section 51.352 of the Texas Education Code sets forth the following "traditional and time-honored" responsibilities of the Board:

- preserving institutional independence and defending each University of Houston System component university's "right to manage its own affairs through its chosen administrators and employees";
- enhancing each university's public image;
- interpreting the community to each of the universities and the universities to the community;
- nurturing each university so that each may achieve "its full potential within its role and mission";
- insisting on clarity of focus and mission for each university;
- providing policy direction for each component university.
- serving as "a fiduciary in the management of funds under the control of institutions subject to the board's control and management" (Texas Education Code §51.352; UHS Board of Regents Bylaws §1.2).

To fulfill these responsibilities, the Board meets regularly and performs its policy and fiduciary responsibilities on behalf of the UH System, as the attached sample meeting minutes May 14, 2013, February 26, 2014, and May 7, 2014 show.

Responsibilities of the Chancellor

Section 111.21 of the Texas Education Code authorizes the Board to establish a central system administrative office and appoint a chief executive officer who "shall be responsible for the administration of the system through a central administrative office" (§111.21.b). In 2008, the Board appoint Renu Khator as Chancellor, the chief executive of the UH System. Under the current System structure, the Chancellor also serves as President of University of Houston. Board of Regents Policy 02.01 makes the Chancellor "responsible for the management and operation of the System under the direction of the Board." She thus ensures that Board Policies are enacted in UHS policies known as the UH System Administrative Memoranda, or SAMS and that the component universities comply with the SAMS. She also provides leadership in carrying out the UHS mission and vision. Figure 2 below is detailed organizational chart showing the reporting structure of the UH System administration. The presidents of the system component universities report to the Chancellor.

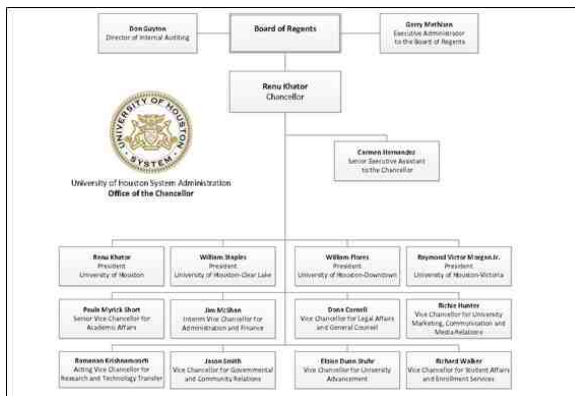


Figure 3: Detailed UHS Organizational Chart, Showing Chancellor's Purview

Responsibilities of the President

The Board of Regents appointed Dr. William V. Flores as President of UHD in 2009. As Figure 2 shows, President Flores reports to Chancellor Khator. Board Policy 02.02 defines the President's general responsibility as "the management and operation of the component University" (BOR 02.02.A). Board Policy 21.01 specifies that the President's responsibilities include "preparing and implementing" mission-appropriate plans for the University (BOR 21.01.01.D). In his capacity as Chief Executive, President Flores is thus responsible for overseeing UHD's academic programs, fiscal planning and management, advancement, marketing, and all constituent, community, and governmental relations. He is also responsible for ensuring the institution is in compliance with all federal and state laws and with all system and university policies.

The Authority of the Texas Higher Education Coordinating Board

All Texas public institutions of higher education are subject to the authority of the Texas Higher Education Coordinating Board (THECB). The rules of the Coordinating Board are codified in Title 19, Part I, of the Texas Administrative Code. The University of Houston-System, its Board of Regents, and its component universities are all subject to THECB authority and must adhere to the Coordinating Board rules codified in the Texas Administrative Code.

Sources

- [Mission_and_Vision_UHD](#)
- [TX_ED_Code_Title_3A_51-352](#)
- [Texas Education Code §111.11-§111.12](#)
- [Texas Education Code §111.20-§111.21](#)
- [Texas Education Code §111.90-§111.93, UHD](#)
- [UH System Missions and Goals webpage](#)
- [UH System Org Chart](#)
- [UHS BOR Policies 02.01-02.02, Chancellor; Executive Officers](#)
- [UHS Board of Regents as of 8-01-2015, UHS website](#)
- [UHS Board of Regents Bylaws-1.2-Responsibilities_of_Governing_Boards](#)
- [UHS Board of Regents Meeting Minutes_02-26-2014](#)
- [UHS Board of Regents Meeting Minutes_05-14-2013_MARC_Approval](#)
- [UHS Board of Regents Meeting Minutes_08-13-2013_FY2014_Budget_Approval](#)
- [UHS Board of Regents Members](#)

3.13.5.a

Commission policies: Separate Accreditation for Units of a Member Institution (names and evaluation of extended units)

Applicable Policy Statement.

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

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) is neither a parent institution with branch campuses nor a branch campus of another institution. Therefore, this standard does not apply to UHD.

3.13.5.b

Commission policies: Separate Accreditation for Units of a Member Institution (separate accreditation of extended units)

Applicable Policy Statement.

b. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) is neither a parent institution with branch campuses nor a branch campus of another institution. Therefore, this standard does not apply to UHD.

3.14.1

Publication of Accreditation Status

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

University of Houston-Downtown (UHD) accurately represents its accreditation by the Southern Association of Colleges and Schools Commission on Colleges and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

The following statement is published online on [UHD's Southern Association of Colleges and Schools Commission on Colleges page](#) and on its [Accreditation page](#):

The University of Houston-Downtown is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Houston-Downtown.

In addition, UHD publishes its accreditation status along with the Commission's name, address, and telephone number in the [UHD Undergraduate Catalog \(4\)](#), the [UHD Graduate Catalog \(3\)](#), and the [UHD Faculty Handbook \(9\)](#), all of which are available online.

The published statements all accurately represent UHD's accreditation by the Commission to offer baccalaureate and masters programs. The statements provide the correct contact information and direct the various constituencies to address their questions about the accreditation to the Commission.

Sources

-  [Accreditation webpage](#)
-  [UHD Faculty Handbook, 9](#)
-  [UHD Graduate Catalog, 3-4](#)
-  [UHD Undergraduate Catalog, 4-5](#)
-  [UHD's Southern Association of Colleges and Schools Commission on Colleges webpage](#)

4.1

Student Achievement

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) evaluates success with respect to student achievement in order to meet accountability standards that are aligned with its mission. The assessment of student achievement plays a critical role in the University's ongoing improvement efforts. As articulated in its mission statement, UHD focuses on providing students "strong academic and career preparation" through its baccalaureate and master's degree programs. Because the University is particularly committed to "develop[ing] students' talents and prepar[ing] them for success in a dynamic global society" (UHD Mission Statement), it considers students' academic achievement and post-graduation career success. The University uses a number of University-wide measures to determine levels of student achievement, while some individual programs use additional measures that are specific to student achievement within their area. The University's [Student Success website](#), maintained by the Office of Institutional Effectiveness, provides links to much of this data, including retention and course completion rates, graduation rates, job placement rates, and pass rates on the state teacher licensing examination. For example, the First-Time-in-College (FTIC) six-year graduation rate is used both as a federal and a state measure. These student achievement measures are periodically reported to the University of Houston System, the Texas Higher Education Coordinating Board and [Texas Legislative Budget Board \(LBB\)](#).

Enrollment and Retention

Enrollment and retention are two important measures of student achievement. The University's total enrollment has grown from 11,793 in base year 2007-2008 to 14,438 in 2014-2015. The table below presents enrollment trends between 2007-08 and 2014-15.

Student persistence has also increased markedly over the same period; the First-Time-in-College (FTIC) retention rate rose from 56 percent to 65.74 percent and the transfer retention rate from 75.56 percent to 76.97 percent. (See Table 1 below.)

Table 1: Retention Rates		
Time Frame	1 Year Full-time FTIC Retention Rate (%)	1 Year Full-Time Transfer (60+ SCH) Retention Rate (%)
Fall 2009 who returned Fall 2010	59.3%	70.7%
Fall 2010 who returned Fall 2011	59.6%	72.0%
Fall 2011 who returned Fall 2012	67.1%	73.4%
Fall 2012 who returned Fall 2013	63.1%	73.7%
Fall 2013 who returned Fall 2014	65.7%	77.0%

Enrollment and retention rates are reported to the University of Houston System and the Texas Higher Education Coordinating Board in the annual [Progress Card](#) and to the Legislative Budget Board (LBB) in the Legislative Appropriations Request (LAR) as a basis for state funding. The [Progress Card](#) includes the enrollment headcount (Item 2.A.a) and the one-year retention rates of both first-time-in-college (FTIC) students (Item 2.B.a) and transfer students (Item 2.A.b). The LAR includes enrollment headcount and FTIC one-year retention rates.

Course Completion Rate

Completion of individual courses is quite literally the foundation of a student's college success and therefore a crucial measure of student academic achievement. The University reports course completion rates to the State Legislative Budget Board (LBB) annually as part of state accountability requirements. The course completion rate is one of the measures used by the Texas Higher Education Coordinating Board and the University of Houston System (as item 2.B.g) in [UHD's institutional Progress Card](#), and it is also one of the measures that must be included in the Legislative Appropriations Request (LAR) as a basis for state funding (see LAR section 2.D. "Summary of Base Request Objective Outcomes," #16).

As shown in the table below, and reported in the [Progress Card for 2014-2015](#), the overall completion rate for the academic year was 94 percent, an increase of 1 percent from the 2007-2008 base year. The [UHD Fact Book 2014](#) presents a more detailed version of these data, reporting course completion rates by semester, college, and department, as well as by graduate and undergraduate degree. The undergraduate completion rate for Fall 2014 was 94 percent, while the graduate completion rate was 92 percent.

Overall Course Completion Rate

Table 2: Course Completion Rates

Fall Year	Overall Course Completion Rate (%)
2008	92%
2009	94%
2010	94%
2011	93%
2012	93%
2013	94%
2014	94%

Degrees Awarded

The University also uses the number of degrees awarded annually to measure student achievement as well as institutional effectiveness. The number of degrees is a **Progress Card** measure and is also reported to the University of Houston System, the Legislative Budget Board, and the Texas Higher Education Coordinating Board in the **Accountability Report** and the **Legislative Appropriations Request**. As shown in the table below, and as reported in **UHD Fact Book 2014**, the number of baccalaureate degrees awarded in the 2013-2014 academic year was 2,339. The number of master's degrees for the same academic year was 81, representing a 97.6 percent increase over the previous academic year.

Table 3: Degrees Awarded Annually
(Source: Accountability Report)

Academic Year	Baccalaureate Degree Awarded	Master's Degrees Awarded	Total
2008-2009	2,175	32	2,207
2009-2010	2,359	44	2,403
2010-2011	2,437	43	2,480
2011-2012	2,351	56	2,407
2012-2013	2,355	41	2,396
2013-2014	2,339	81	2,420

Baccalaureate Graduation Rates and Average Number of Semesters to Graduation

Another measure of overall student achievement is the graduation rate. The Texas Higher Education Coordinating Board defines the graduation rate as "First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCHs their first fall semester who graduated from the same institution or another Texas public or independent institution after four, five, and six academic years" ("**University Accountability Measures and Definitions**"). While the State's primary graduation rate measure is of the FTIC (first time in college) cohort, the University also measures the transfer-student four-year graduation rate because transfer students comprise a large segment of the UHD student population. This graduation rate is defined as "the percentage of transfer students who graduate within four years. Transfer students are those who transfer to UHD with at least 60 hours of completed coursework and enroll full-time in their first fall semester."

The Texas Higher Education Coordinating Board also collects related data on average number of semester credit hours attempted and the average number of semesters toward the baccalaureate degree. These data are published annually in the **Timely Graduation Reports** on the Texas Higher Education Coordinating Board Website.

As a metropolitan university serving commuter students, UHD strives to offer educational opportunities to students who balance their educational pursuits with their employment and family responsibilities. In order to fulfill these competing responsibilities, a large number of UHD's students prefer to enroll as part-time students even though they start as FTICs. As a result, the FTIC six-year graduation rates are low for the University's students, even though the University continues to graduate a large number of students every year. The FTIC six-year graduation rate for 2014 was 19.2 percent, which, although still lower than that of many peer institutions, is nonetheless a 3.75 percent increase over the base year 2007-2008's rate. The table below shows FTIC graduation rates of cohorts from 2002, and transfer graduation rates of cohorts from 2006.

Table 4: Baccalaureate Graduation Rates

(Source: Accountability Report)

First-time-in-college (FTIC)	Graduation Rate	Graduation Rate
	UHD only	UHD or other TX institution
2004 (Graduating by Aug 2010)	12.5%	18.1%
2005 (Graduating by Aug 2011)	14.6%	21.5%
2006 (Graduating by Aug 2012)	11.8%	17.4%
2007 (Graduating by Aug 2013)	14.1%	22.9%
2008 (Graduating by Aug 2014)	19.2%	26.9%

Transfer Graduating Cohort	Graduation Rate
2006 (Graduating by Aug 2010)	62.0%
2007 (Graduating by Aug 2011)	58.5%
2008 (Graduating by Aug 2012)	63.6%
2009 (Graduating by Aug 2013)	58.4%
2010 (Graduating by Aug 2014)	59.4%

Job Placement Rates and Median Initial Earnings

The job placement rates and initial earnings for graduates are important indicators of student achievement with respect to the UHD mission of career preparation. The University uses data collected by the Texas Higher Education Coordinating Board's Automated Student and Adult Learner Follow-up System (ASALFS) on graduates' subsequent employment and post-baccalaureate education. These data reveal 81 percent of baccalaureate graduates were either enrolled in graduate courses or employed within the State of Texas within one year of graduating ([UHD 2014-2015 Progress Card, 3.a](#)). The Texas Higher Education Coordinating Board has also collaborated with College Measures to compile data on the initial earnings for graduates of Texas public higher education institutions from 2006 to 2010, data which were published in the report [Higher Education Pays: The Initial Earnings of Graduates of Texas Public Colleges and Universities](#). The table below compares earnings of UHD graduates to the statewide medians.

Table5:Median First-Year Earnings 2006-2010

(Source:Higher Education Pays,pp.8, 17-20)

	Texas Median	UHD Median
Baccalaureate Graduates	\$39,725	\$47,008
Master's Degree Graduates	\$63,537	\$71,338

As the data show, UHD baccalaureates exceeded the statewide median for first-year earnings, with the third highest median earnings in the state ([Higher Education Pays, 8](#)), while UHD's master's degree graduates had the highest first-year median earnings in the state ([Higher Education Pays, 19](#)). [UHD's profile](#) on College Measure's website breaks down the data by program of study.

Performance on Teacher Certification Exams (TExES)

The pass rate on the Texas Examinations of Educator Standards (TExES), the State's teacher certification exam, is used as a performance measure in reports to the UH System, the Texas Higher Education Coordinating Board, and the Legislative Budget Board. It is featured prominently on the [UHD Progress Card](#) as a measure of UHD Student Success.

The UHD pass rate for the completion year 2014 was 92 percent, as shown in Table 6, well above the acceptable state pass rate of 80 percent. As part of its continuous improvement efforts, the Department of Urban Education analyzes the TExES results each semester to adjust course curricula as needed. The Department of Urban Education also established the Student Success Committee to review results of diagnostic tests and to organize review sessions for students as indicated by the results.

Completion year	Pass rate
2009	94%
2010	93%
2011	91%
2012	91%
2013	92%
2014	92%

National Survey of Student Engagement (NSSE)

The University uses results of the [National Survey of Student Engagement \(NSSE\)](#) as a measure of student satisfaction and an indirect measure of student achievement through students' responses about their perceptions of their own achievement levels. The NSSE is administered every three years, with the next administration in 2016.

Student satisfaction as measured by the [NSSE](#) is also used as a measure of UHD Student Success on the [UHD Progress Card](#) (item 2.A.e). Of the exiting seniors who took the survey in 2013 (the last administration of the survey at UHD), 85.97 percent rated their UHD educational experience as good or excellent.

Other Program-Specific Measures

Senior Portfolios

The following programs require seniors to submit portfolios to fulfill graduation requirements:

- BA in Communication
- BA in English
- BA in Fine Arts
- BA in Humanities
- BA in Philosophy
- BA in Spanish
- BS in Professional Writing
- BS in Interdisciplinary Studies

These portfolios are used to assess student achievement of programmatic outcomes (see [Comprehensive Standard 3.3.1.1](#)), and they also provide students a tangible artifact to document achievement and skill for future employers and graduate schools. Assessment of these portfolios suggests that students make significant gains in terms of their learning outcomes upon completion of their undergraduate and graduate years at UHD. For example, the following table shows the number of completed portfolios for the BS in Interdisciplinary Studies (BSIS) beginning with the 2011-2012 academic year, the first year the portfolio requirement came into existence, and continuing through the 2014-2015 academic year. Also shown is portfolio information for the BA in Communications (COMM), the BA in Humanities (HUM), and the BA in Spanish (SPAN).

	2011-2012	2012-2013	2013-2014	2014-2015
BSIS	332	328	332	369
COMM4098	107	58	105	149
HUM4098	1	24	13	23
SPAN4098	20	15	19	15

College of Business Alumni Surveys

One of the goals of the College of Business is to prepare students for a successful, professional career. Most of the undergraduate students are working professionals who are seeking a degree so that they are able to move forward in their career paths. Therefore, most of the students are expecting to be promoted within their organization or plan to move to a better position in another firm upon graduation. Periodically, the COB surveys its alumni to determine how well they are doing in helping students achieve their career goals. A [survey conducted in 2012](#) showed the following results:

- 65 percent reported being in new positions.
- 68 percent reported that their current position was connected to their major field of study.
- After two years, 45 percent reported that they were in positions that enhanced their career objectives.

In addition, 59 percent of the alumni perceived the quality of education received at UHD to be very good or excellent. Ninety-one percent stated that they are satisfied with their experience in the COB and 82 percent would recommend the UHD College of Business to others.

Performance Analysis for Colleges of Education (PACE) Data

The Department of Urban Education uses data from the Center for Research, Evaluation, and Advancement of Teacher Education's (CREATE) annual Performance Analysis for Colleges of Education, known as the PACE report, which provides state employment rates and rates of retention in the teaching profession. This data reveals a marked level of success for graduates of the University's teacher education program. The percentage of UHD graduates hired in teaching positions in PACE's proximal zone of professional impact (that is, within a seventy-mile radius of the University) was 99.1 percent for 2014, 98.9 percent for 2013, and 96.7 percent for 2012, demonstrating that UHD graduates are fulfilling the needs of the local community. The overall five-year retention rate of first-year teachers has exceeded the averages of all categories of teacher preparation programs since 2010, when PACE data collection began. The Department of Urban Education graduates' success in this area is illustrated by the table below.

Table8:Average Five-Year Retention Rate for First-Year Teachers 2014					
Source: CREATE's PACE Report					
CREATE Public Universities	CREATE Private Universities	For-Profit Alternative Certification Programs	Non-Profit Alternative Certification Programs	All Texas Programs	UHD
79.1%	74.5%	67.4%	62.2%	70.9%	85.7%

Master's Programs Self-Studies with Alumni Surveys

In accordance with the Texas Administrative Code Title 19, §5.52, the University must review each of its master's programs every seven years; the self-study component of the review ascertains alumni achievement through alumni surveys. For example, as part of its 2012 review, the Master of Science in Criminal Justice program conducted a survey of alumni to determine post-graduation achievements. The results of the survey are represented in the table below.




















Table9:Results from MSCJ Alumni Survey		
(Source:MS in Criminal Justice Program Self-Study, p. 13)		
2012 Alumni Survey- Job Placement and Accomplishments Graduate Placement & Accomplishments (n = 33)	Frequency	%
Employed full-time or in school	30	91%
Earning \$40,000 or more per year	26	81%
Completed 2ndMaster's Degree	3	12%
Accepted into PhD programs	7	28%
Completed PhD	3	9%
Passed or maintained certification or license (not applicable for most alumni)	15	45%
Belong to a professional organization	20	61%
Presented a talk to a community group	14	42%
Been involved in a community advisory board or committee	10	30%
Presented a workshop, talk or poster session	15	45%
Supervised interns	9	27%
Published an article	8	24%
Written or helped to write a grant	5	15%

Another survey conducted as part of the 2014 Master of Security Management for Executives review found that 82 percent of the alumni respondents had increased professional responsibilities after graduation, while 60 percent indicated they had earned a promotion since graduating (MSME Program Self-Study, 15).

Cross References

Comprehensive Standard 3.3.1.1.

Sources

-  AY13_NSSE_Advising
-  Fact_Book_2014
-  Higher Education Pays--Initial Earnings Report, pages 8, 17-20
-  LAR_UHD_Oct2014
-  LBB_Course_Completion_Rate_definition
-  MSCJ_Graduate_Program_Review(1)
-  MSME Graduate Program Review
-  Mission_and_Vision_UHD
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4.2

Program Curriculum

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown's curriculum is directly related and appropriate to its mission and goals, and the diplomas, certificates, and degrees awarded. As a comprehensive four-year university, the University of Houston-Downtown (UHD) currently offers forty-five undergraduate degree programs and eight master's level programs along with a number of continuing-education programs to fulfill its mission to provide students with rigorous academic and career-preparation programs that serve community and regional needs.

State and National Oversight

All UHD academic programs conform to all applicable SACSCOC standards and to Texas Higher Education Coordinating Board rules, codified in [Texas Administrative Code Title 19, §5.44](#) and [§5.45](#), regarding criteria and approval processes for new baccalaureate and master's degree programs. The Texas Higher Education Coordinating Board rules require that the University's mission statement be aligned with the table of programs for which the institution has approval, and that new programs must be consistent with the institutional mission ([§5.45](#)). Further, the University of Houston System Board of Regents policy requires that each component university's president be responsible for ensuring that academic plans and programs are "compatible with the missions and goals approved for their component universities" ([BOR 21.01.1.D](#)).

Thorough Curriculum Development and Approval Process

At UHD, all academic programs go through a thorough approval process prescribed by UHD's [PS 03.A.12 Changes to Curricula, Courses, and Program Inventory](#), a process described at greater length in [Comprehensive Standard 3.4.1](#). Faculty in the disciplines propose, develop, implement, and assess the degree programs (see [CS 3.4.10 Responsibility for the Curriculum](#)). Degree programs must first be approved by the faculty and chair of the department(s) that will offer them, by the appropriate college dean, and by the University Curriculum Committee, thus ensuring that degree programs and the course offerings therein remain consistent with the current state of knowledge, industry needs, and best practices in the field. Degree-program proposals are vetted by the University of Houston System Provosts' Council to ensure that they are consistent with the component university's institutional mission, and they must be approved by the University President and UH Board of Regents before being submitted to the Texas Higher Education Coordinating Board and if required, for any substantive change, to SACSCOC. The progressive levels of program approval further ensure that UHD programs are consistent with state and national standards and with its own mission.

UHD's Slate of Mission-Appropriate Programs

The University's [mission statement](#) provides the framework for academic programming:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

Any new academic programs or proposed curricular changes must conform to the mission as well as to UHD's Strategic Plan 2020, which provides an anatomy of the University's specific strategic initiatives to achieve the mission. [Comprehensive Standard 3.1.1](#) provides a detailed discussion of the ways in which the mission is carried out through all aspects of the University's operations, but the mission is accomplished most crucially through the delivery of high-quality academic programs by a faculty committed to teaching excellence.

Baccalaureate Programs

UHD's baccalaureate degree programs fulfill the promise of the mission by providing students strong academic and career preparation and thereby ensuring that the Houston area has the skilled, educated workforce needed to promote the economic and cultural development of the region. As a comprehensive four-year university, UHD offers a range of baccalaureate programs, including traditional academic majors, such as the bachelor's degrees in history, English, philosophy, and fine arts; career-focused majors, such as the bachelor's degrees in social work, computer information systems, Spanish for professionals, and professional writing; and career-focused concentrations within traditional academic majors, such as the BA in English with concentration in English Education with Secondary Teacher Certification, the BS in Biological and Physical Sciences with Teacher Certification, the BS in Mathematics with Secondary Teacher Certification, and the BS in Chemistry with Concentrations in Industrial Chemistry or Forensic Science.

UHD's baccalaureate programs also fulfill the mission of meeting the community's needs and preparing students for their professional careers through the curricular integration of internships, or field experiences, which provide students hands-on experiences for a semester or more in local agencies and businesses related to their majors. The majority of UHD's baccalaureate degree programs include some real-world experience as a component of the curriculum, including all the degree programs housed in the College of Business, the College of Public Service, the College of Sciences and Technology, and University College, and in the majority of programs housed in the College of Humanities and Social Sciences.

To foster student learning and future success in a "dynamic global society," baccalaureate programs are also infused with high-impact experiences. The College of Business, for example, designs its program curricula to provide students a "reality-based" education with real-world case studies and experiences. Moreover, student research is a critical component of the STEM curricula in the College of Sciences and Technology (CST) and in many other programs, including those in business, education, psychology, social sciences, social work, and sociology. Student research is showcased at the annual Student Research Conference sponsored by CST's Scholars Academy and at the College of Humanities and Social Sciences' annual Gender Studies Conference. The University's Office of International and Study Abroad Programs facilitates faculty-led study abroad opportunities for students, and these study abroad opportunities have been incorporated into many degree programs, including those in the College of Business, the College of Humanities and Social Sciences, and the College of Public Service. Students and faculty in the College of Sciences and Technology's participate in international undergraduate summer research exchange with institutions in Poland and Sweden.

Master's Programs

In the 2014-2015 academic year, UHD offered seven master's programs: Master of Arts in Teaching, Master of Science in Criminal Justice, Master of Arts in Non-Profit Management, Master of Arts in Rhetoric and Composition, Master of Science in Technical Communication, Master of Business Administration, and Master of Security Management for Executives. All master's programs were developed by faculty using the input of local employers and community stakeholders to meet particular community needs. For example, when faculty in the College of Business developed the curriculum for the MBA, they sought input from business and industry leaders regarding the knowledge and competencies required of mid-level management and above. The Master of Arts in Non-Profit Management program provides a valuable management training option for those who work in one of Houston's many nonprofits, while the Department of Urban Education develops curriculum for the Master of Arts in Teaching program with advice from its Center for Professional Development of Teachers (CPDT) board, which includes representatives from partner school districts and other local entities with insight into the needs of school districts and their students.

Continuing Education for Lifelong Learning

In addition to the baccalaureate and master's programs, UHD offers a number of [continuing education programs](#) for Houstonians seeking to acquire new skill sets and knowledge. These programs are governed by UHD's policy on Continuing Education, [PS 03.A.33](#), and include the English Language Institute (ELI) for non-native speakers of English, technology and software training through the Applied Business and Technology Center, continuing education for law enforcement professionals through the Criminal Justice Training Center, and a number of certificate programs from the academic colleges, including the College of Business's certificates in Commercial Credit and Advanced Petroleum Land Management, among others.

Curricular Conformity with Best Practices in Higher Education

UHD's academic programs are appropriate to higher education and reflect best practices. All programs undergo the rigorous approval process governed by [PS 03.A.12](#) and described at length in [CS 3.4.10](#). To ensure the efficacy of academic programs, [PS 03.A.31](#) on Assessment of Educational Programs requires that all programs—including the core curriculum—be assessed annually by the appropriate faculty. (See [Comprehensive Standard 3.3.1.1](#) for more information about and samples of programmatic assessment.) Moreover, the Texas Higher Education Coordinating Board also requires that every graduate program undergo a comprehensive review every seven years ([Rule §5.52](#)); these reviews include both a self-study and a mandatory external review as further assurance of the program's conformity with disciplinary standards. A copy of the most recent review for the Master of Arts in Teaching program is included with the supporting documents for this standard.

All undergraduate students receive a solid foundation in general education with the state-mandated 42-hour [Texas Core Curriculum](#), which was revised by the Texas Higher Education Coordinating Board for implementation in 2014 based upon principles and learning outcomes recommended by the [American Association of Colleges and Universities in their Liberal Education and America's Promise \(LEAP\)](#) initiative. UHD's subsequent revision of its own core requirements was an intense, faculty-driven process in 2012 through 2013. Information about how the core was developed at UHD, along with minutes from the various core component-area subcommittees' meetings, is available on the [UHD Library website](#). The new core was implemented at UHD in Fall 2014 and will undergo its first assessment cycle in Fall 2015.

A number of external indicators illustrate program efficacy and conformity with the best practices of higher education at UHD. In addition to the University's accreditation by SACSCOC, a number of programs have also received individual accreditations from disciplinary accrediting agencies that apply their own stringent requirements:

- All the baccalaureate and master's degree programs offered by the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- The BS in Control and Instrumentation Engineering Technology, the BS Fire Protection Engineering Technology, and the BS in Structural Analysis and Design are accredited by Accreditation Board for Engineering and Technology (ABET).
- The BS in Chemistry program is approved by the American Chemical Society (ACS).
- The College of Public Service's Bachelor of Social Work program is accredited by Council on Social Work Education.
- The programs leading to certification in the Urban Education department are accredited by the Texas Education Association.

Moreover, the Master of Arts in Non-Profit Management program has been rated in the top ten online non-profit management programs by [TheBestSchools.org](#). In 2015, the University received the prestigious [Community Engagement Classification](#) from the Carnegie Foundation for the Advancement of Teaching in recognition of UHD's curricular and co-curricular community service excellence.

Program Reviews

All undergraduate and graduate programs are reviewed by their faculty through the assessment processes described in the policy for Assessment of Educational Programs ([PS 03.A.31](#)). The policy requires programs to assess specific outcomes annually, with a six-year cycle of assessment to cover all learning outcomes. As part of this process, faculty determine the appropriateness of the program learning outcomes and the coursework used to achieve them. Faculty undertake the necessary revisions to programs or individual learning outcomes indicated by programmatic assessment findings. Faculty within the program are responsible for determining the appropriate outcomes for their programs and the measures for assessing them.

The College of Business (COB), for example, assesses its students against industry expectations. Bachelor of Business Administration programs are updated using a corporate-driven approach to ensure that students graduate with the skills and knowledge in highest demand by industry. Specifically, the curriculum review process is designed to determine what employers require from newly hired employees with baccalaureate degrees, and to shape or reshape curriculum so that UHD graduates will match those needs upon graduation.

As part of the review process, the COB brings together executives with a broad managerial perspective who understand the different business disciplines and know what their organizations will be looking for in an employee for the next decade. The COB invites a select group of industry professionals from the different business disciplines to take part in one of eight different working groups whose input shape the new or revised curriculum degree plans in Finance, Accounting, Enterprise Information Systems, Insurance and Risk Management, International Business, Management, Marketing, and Supply Chain Management. Each group physically meets on campus to brainstorm the competencies, skills, and abilities they hope to find in their ideal candidates hired out of each of the UHD's business programs. These competencies are recorded and then sorted into groups that will become an outline for a new curriculum. Before adjourning, the members of each working group draft learning objectives that will guide faculty in revising their curriculum programs. At a second meeting, the working groups reconvene to review the revised curriculum plans drafted by COB faculty, ensuring that the courses reflect industry expectations. Afterwards, the COB faculty submit the industry-approved curriculum plans for formal University approval following the procedures described in the University's [Changes to Curricula, Courses, and Program Inventory policy \(PS 03.A.12\)](#). COB faculty subsequently assess students using the competencies industry professionals identified. Recent changes to the Enterprise Information Systems (EIS) degree program, to be effective Fall 2015, provide a salient example of the revisions resulting from this COB and industry partnership. The faculty in the program have requested changes to the curriculum that include increasing the number of required courses and decreasing electives to ensure that acquisition of essential skills is consistent across the program, and the faculty sought to change the name of the program to Management Information Systems to more accurately reflect the substance of the degree program. The [EIS Degree Plan Inventory Update Form](#), submitted by to the University Curriculum Committee in December 2014, is included with the supporting documents.

Subsequent Changes to Degree Programs

In the event that a department seeks to make changes to an existing program, the departmental curriculum committee must complete a [Degree Plan Inventory Update Form](#). Proposed change must be approved at the following levels:

- the department curriculum committee, with the committee chair indicating the committee's approval by signing the Degree Plan Inventory Update Form;
- the department chair, indicating approval by signing the Degree Plan Inventory Update Form;
- the college dean, indicating approval by signing the Degree Plan Inventory Update Form;
- the Provost, indicating approval by signing the Degree Plan Inventory Update Form.

No other approvals are needed unless the change results in the degree program exceeding the 120-hour maximum mandated by the Texas Higher Education Coordinating Board. In that case, the Provost must seek the Coordinating Board's approval before the change can be put into effect.

When the change is approved, the Provost submits the updated degree plan information for inclusion in the appropriate Course Catalog ([undergraduate](#) or [graduate](#)), and the department housing the program updates the programmatic information published on its website or in any written material it distributes.

Cross References

[Core Requirement 2.4](#)

[Core Requirement 2.7.2](#)
[Core Requirement 2.7.3](#)


[Comprehensive Standard 3.1.1](#)

[Comprehensive Standard 3.3.1.1](#)

[Comprehensive Standard 3.4.10](#)

[Comprehensive Standard 3.5.1](#)

Sources

-  2014_2015_Graduate_UHD_Catalog_Full
-  2014_2015_Undergraduate_UHD_Catalog_Full
-  AAC&U_Essential_Learning_Outcomes_LEAP
-  Continuing_Education_UHD
-  Degree_Plan_Inventory_Update_Form
-  EIS_Degree_Plan_Inventory_Update_7-1-2015
-  Mission_and_Vision_UHD
-  PS03A12_Change_to_Curricula_Courses_and_Program_Inventory
-  PS03A31_Assessment_of_Educational_Programs
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-  TAC_19_5_C_5-52
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-  THECB_TX_Core_Curriculum
-  UHD_Earns_2015_Carnegie_Foundation_Community_Engagement_Classification_UHD
-  UHS_Board_of_Regents_Policy_21.01_Academic_Affairs-Planning
-  University_of_Houston-Downtown_Library_UHD

4.3

Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) makes available to students and to the public its current academic calendars, grading policies, and refund policies.

Academic Calendars

UHD publishes its academic calendar online at <http://www.uhd.edu/academic/calendar.htm>. There are links to the calendar website from various key webpages:

- under the "Academics" tab on the [UHD homepage](#)
- From the [Student eServices](#) portal
- From the [Faculty eServices](#) portal
- From within the online [Class Schedule](#) page
- From the [Academic Advising](#) page, under the "Academic Affairs" right-side tab.

UHD also includes the academic calendar in the [UHD Undergraduate Catalog](#) (p. 2) and the [UHD Graduate Catalog](#) (p.1), which are published digitally as pdfs available on the UHD website and as hardcopies (in limited numbers) retained in the Office of Institutional Research and the Registrar's Office. The catalogs are updated annually. The calendar is also referenced with a link in the [UHD Student Handbook](#) (p. 6), which is published online in pdf format. During two-day freshman orientation, students have specific sessions on the Student Rights and Responsibilities Policy in which the handbook is introduced, and on financial aid. The catalog is introduced during registration.

Grading Policies

UHD's grading policies are articulated in [PS 03.A.04, Grading System](#). This policy statement is published online, on the Academic Policy Statements page. University grading policies are also published in the [UHD Graduate Catalog](#) (pp. 33-36), [Undergraduate Catalog](#) (pp. 45-48), and the [UHD Student Handbook](#), (pp. 9-10).

Additionally, in accordance with [PS 03.A.29](#), all UHD instructors are required to include in course syllabi their course-specific grading policies, including how the course grade will be determined (§2.2.3). Full course syllabi are distributed to students enrolled in the course, and abbreviated course syllabi (e-syllabi) are available through the online course schedule, linked to the appropriate section within the schedule.

Refund Policies

The University's student refund policies are codified in [PS 04.A.05](#), which is published on the [Student Affairs Policy Statements webpage](#). The University's refund policies are published online on the UHD website, under the auspices of the [Cashier's Office](#). The Refund Policies page is also linked to the Cashier's Office [Tuition and Fees](#) webpage. The various refund deadlines are listed as items in the [Academic Calendar](#).

Refund policies are also published in the [UHD Undergraduate Catalog](#) (p. 34), the [UHD Graduate Catalog](#) (pp. 27-28), and the [UHD Student Handbook](#), (p. 15).


















Official Policy Statement Documents

All UHD official Policy Statement (PS) documents, including academic policies, are published online and are accessible from the [UHD Policy Statements page](#). Policies are reviewed and updated periodically and as needed. As required by [PS 01.A.01, §3.24](#), the Employment Services and Operations division is responsible for maintaining this website and informing the UHD community of any Policy Statement revisions, rescissions, or additions.

Cross References

[Comprehensive Standard 3.4.5](#)

Sources

-  2014_2015_Graduate_UHD_Catalog_Full
-  2014_2015_Undergraduate_UHD_Catalog_Full
-  Academic_Calendars_UHD
-  Advising_UHD
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-  Class_Schedule_UHD
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-  PS01A01_UHD_Policy_and_Procedure_System
-  PS03A04_Grading_System
-  PS03A29_Course_Syllabi
-  PS04A05_Student_Refunds_Policy
-  Student_Policy_UHD
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-  UHD_Policies_Table_of_Contents_UHD
-  UHD_Student_Handbook_2014-2015
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4.4

Program Length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) is a comprehensive four-year university offering forty-four undergraduate degree programs and seven master's level programs. UHD does not offer associate's or doctoral degrees. The length for each academic program is appropriate and is consistent with Southern Association of Colleges and Schools/Commission on Colleges (SACSCOC) standards, Texas Higher Education Coordinating Board rules, and the standards of the individual academic disciplines in which the programs have their provenance.

As demonstrated in **Core Requirement 2.7.1** (Program Length), UHD's degree programs all conform to the Texas Higher Education Coordinating Board rules articulated in "Standards for New Baccalaureate and Master's Degree Programs" and to the SACSCOC requirements, which require at least 120 semester credit hours for bachelor's programs and 30 semester credit hours for master's programs. The baccalaureate programs also adhere to UHD's own **PS03.A.35**, §3.1, which stipulates that all baccalaureate programs require 120 semester credit hours and that programs requiring more than that number must be approved by the Coordinating Board, as required by **Coordinating Board Rule 5.44**. (Coordinating Board rules are codified in the Texas Administrative Code, Title 19, Part I.)

Moreover, UHD's degree programs are designed, implemented, and assessed by faculty members who are appropriately credentialed experts in their academic disciplines. All degree programs have been developed through the process outlined in **PS 03.A.12** (Changes to Curricula, Courses, and Program Inventory), which requires a progression of reviews and approvals beginning at the department level and ending at the UH System Board of Regents and the Texas Higher Education Coordinating Board. (See **Comprehensive Standard 3.4.1** for a more detailed discussion of the approval process.) The academic programs are thus developed and revised in accordance with their respective discipline's best practices, including length and content of the curriculum.

Graduate Program Length

All UHD master's degree programs require more than 30 semester credit hours. As described in **Comprehensive Standards 3.6.1-3.6.4**, the master's programs have appropriate degree requirements, including number of semester hours required for degree completion, to ensure sufficient rigor and conformity to disciplinary and professional standards. The specific degree requirements for the master's programs are published in the "Graduate Academic Programs" section of the *UHD Graduate Catalog (39-59)*. The program lengths range from 33 to 48 semester credit hours, as demonstrated in Table 1, below.

Department	Degree Program	SCHs Required	Explanations
<i>College of Business</i>			
COB (multiple)	Business Administration, MBA	34	
COB (multiple)	Security Management, MSM	36	
<i>College of Humanities and Social Sciences</i>			
English	Technical Communication, MS	36	
English	Rhetoric and Composition, MA	33	
Social Sciences	Non-Profit Management, MA	36	
<i>College of Public Service</i>			
Criminal Justice	Criminal Justice, MS	36	
Urban Education	Bilingual Education, MAT*	42	*Being Consolidated
Urban Education	Curriculum & Instruction, MAT	36	
Urban Education	Elementary & Secondary Ed., MAT*	39	*Being Consolidated
Urban Education	Elementary Education, MAT*	48	*Being Consolidated
Urban Education	Secondary Education, MAT*	36	*Being Consolidated

Baccalaureate Program Length

All UHD baccalaureate programs include the 42-hour Texas Common Core along with the specialized disciplinary coursework that builds upon that general education foundation. The majority of baccalaureate degree programs require a total of 120 semester credit hours, but programmatic requirements range from 120 to 125 semester credit hours. The programs that exceed 120 hours do so for compelling academic reasons and have been granted approval by the Texas Higher Education Coordinating Board in accordance with its **Rule 5.44**. These programs include the BA degrees in Communications Studies, Fine Arts, Spanish, English, History, and Philosophy; the BA degree in Interdisciplinary Studies (awarded by the Department of Urban Education); the BA degree in Mathematics with Secondary Teacher Certification; the BS degrees in Chemistry with Concentrations in either Environmental Chemistry or Forensic Sciences; and the BSET degree in Fire Protection Engineering Technology (which is currently being phased out). The degree requirements for baccalaureate programs are published in the "Undergraduate Academic Programs" section of the *UHD Undergraduate Catalog (53-191)*. The specific program lengths and explanations of variance from the 120-hour requirement are shown in Table 2 below.

Department	Degree Program	SCHs Required	Explanations
<i>College of Business</i>			
FAEIS	Accounting, BBA	120	
FAEIS	Enterprise Information Systems, BBA	120	
FAEIS	Finance, BBA	120	
FAEIS	International Business, BBA	120	
MMBA	General Business, BBA	120	
MMBA	Insurance and Risk Management, BBA	120	

MMBA	Management, BBA	120	
MMBA	Marketing, BBA	120	
MMBA	Supply Chain Management, BBA	120	
<i>College of Humanities and Social Sciences</i>			
A&H	Communications Studies, BA	120-122*	* CHSS BA's are listed as 122 hours in the catalog because the language requirement assumes students will take two semesters at the first-year level, courses which at UHd are four-hour courses. However, students who place out of introductory courses (via CLEP, AP, or other exams) or complete language credits elsewhere may graduate with 120 SCHs.
A&H	Fine Arts, BA	120-122*	
A&H	Humanities, BA	120-122*	
A&H	Spanish, BA	120-122*	
English	English, BA	120-122*	
Social Sciences	History, BA	120-122*	
Social Sciences	Philosophy, BA	120-122*	
Social Sciences	Social Sciences, BA	120-122*	
English	Professional Writing, BS	120	
Social Sciences	Political Science, BS	120	
Social Sciences	Psychology, BS	120	
Social Sciences	Social Sciences, BS	120	
Social Sciences	Sociology, BS	120	
<i>College of Public Service</i>			
Urban Education	Interdisciplinary Studies, BA	123*	*The THECB has approved 123 hours to begin in Fall 2015 for all three teaching certification areas.
Criminal Justice	Criminal Justice, BAAS	120	
Criminal Justice	Criminal Justice, BS	120	
Criminal Justice	Social Work, BSW	120	
<i>College of Sciences and Technology</i>			
Math & Stats	Mathematics, BA	120	
Math & Stats	Mathematics, BA with Secondary Teacher certification*	122	*Contains extra hours required for teacher certification.
CSET	Safety Management, BAAS	120	
CSET	Computer Science, BS	120	
Math & Stats	Applied Statistics, BS	120	
Natural Sciences	Biological & Physical Sciences, BS	120*	*Current catalog misprints the hours as 124; 120 is the correct number per Dean Uzman.
Natural Sciences	Biology, BS	120	
Natural Sciences	Biotechnology, BS	120	
Natural Sciences	Chemistry, BS	120	
Natural Sciences	Chemistry, BS with Concentration in Environmental Chemistry	121*	* 2014-2015 catalog misprints the hours; 121 hours is the correct number per Dean Uzman. These two concentrations meet requirements for degree approval by the American Chemical Society.
Natural Sciences	Chemistry, BS with Concentration in Forensic Sciences	121*	
Natural Sciences	Geosciences, BS	120	
Math & Stats	Mathematics, BS	120	
Math & Stats	Applied Mathematics, BS	120	
CSET	Control & Instrumentation Engineering Technology, BSET	120*	*2014-2015 catalog misprints the hours as 125; 120 is the correct number per Dean Uzman.
CSET	Structural Analysis & Design, BSET	120	
Natural Sciences	Applied Physics, BS*	120	*Being phased out
Natural Sciences	Microbiology, BS*	120	*Being phased out
CSET	Fire Protection Engineering Tech, BSET*	125	*Being phased out
Natural Sciences	Industrial Chemistry, BS*	120	*Being consolidated with the chemistry degree
<i>University College</i>			
UC	Applied Administration, BAAS	120	

Cross References

[Core Requirement 2.7.1](#)

[Core Requirement 2.7.2](#)

[Core Requirement 2.7.3](#)

[Comprehensive Standard 3.4.1](#)


[Comprehensive Standard 3.6.1](#)

[Comprehensive Standard 3.6.2](#)

[Comprehensive Standard 3.6.3](#)

[Comprehensive Standard 3.6.4](#)

Sources

 [2014_2015_Graduate_UHD_Catalog_Full](#)

 [2014_2015_Undergraduate_UHD_Catalog_Full](#)

 [PS03A12_Change_to_Curricula_Courses_and_Program_Inventory](#)

 [PS03A35_Majors_Minors_DoubleMajors_and_Second_Degrees](#)

 [TAC_Title_19_5-44](#)

4.5

Student Complaints

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) has adequate procedures for addressing written student complaints, procedures, which are carried out in accordance with the particular university policy governing the area in which the student's complaint falls. The general procedures for addressing student complaints are described in [PS 04.A.01, Student Rights and Responsibilities](#) (§3.1.10). The most recent version of this policy is published online.

UHD's policies and procedures for handling student complaints comply with the customer service regulations established in [Texas Government Code 2114](#), which requires each state agency to post customer-service standards in a "Compact with Texans." Published on the UHD website, the [UHD Compact with Texans](#) provides students and other constituents with a general overview of problem-solving procedures as well as the contact information for the final arbiter of complaints within each major division of the University.

The sections below discuss the particular policies and procedures for addressing a number of common student complaints or concerns, along with additional resources available for problem resolution.

General Complaints Processed Through Student Affairs

The [Student Rights and Responsibilities Policy \(PS 04.A.01\)](#) establishes the process for handling student complaints in areas not addressed by other policies. The policy is published online on the [Student Affairs Policies webpage](#) (maintained by Employment Services and Operations) and in the [UHD Student Handbook \(pp.55-60\)](#). Incoming students are informed of the availability of the Student Handbook during Orientation, and it is published online in PDF format. This policy establishes the following steps for problem resolution:

1. The student should first "attempt to resolve the issue at the office that is the source of the complaint by speaking with a supervisor or department head" ([PS04.1.01, §3.1.10.1](#)).
2. If the problem is not resolved satisfactorily after completing step 1, the student should submit a written complaint using the grievance form ([PS04.1.01, §3.1.10.2](#)). This [Student Problem-Solving Form](#) is available in the Office of the Dean of Students and is linked to a number of locations within the UHD website, including the [Current Students](#) web page and the [About UHD](#), the [Student Life](#), [Student Resources](#), and [Quick Links](#) drop-down menus that appear on every page of the UHD website.
3. Upon receipt of this form, the Dean of Students determines how to address the complaint and, if necessary, refers the matter to the appropriate University office for resolution ([§3.1.10.3](#)).

4. Within 24 hours of submitting the form, the student will be contacted by the Dean of Students or the designated office to which the complaint was referred to discuss next steps in resolving the problem (§3.1.10.4).

In accordance with state and federal record-retentions regulations, UHD maintains records of student complaints for at least five years (§3.1.10.5).

In effect, because the Dean of Students is charged with referring student complaints to the appropriate office, students may use the online [Student Problem-Solving Form](#) as a starting point to register complaints about any aspect of the University. The Office of Student Affairs will ensure that the complaint reaches the appropriate office, whose personnel will then inform the student of any further steps necessary for addressing the complaint in that area. As noted above, the [Student Problem-Solving Form](#) is featured prominently on a number of high-traffic pages on the website, thus allowing face-to-face and online students equal access to problem-resolution mechanisms.

Grade Appeals

The procedures student must follow to initiate a grade appeal are described in [PS03.A.04 §4.5](#) and are summarized in [The UHD Student Handbook \(10\)](#), the [UHD Graduate Catalog \(35\)](#), and the [UHD Undergraduate Catalog \(47\)](#). Like other academic policies, [PS 03.A.04](#) is published on UHD website. The policy requires that students appeal to the instructor first. If the student is unable to resolve the appeal with the instructor, he should appeal to the appropriate department chair and then to the appropriate dean. Grade appeals must be submitted in writing along with the student's documentation to support the appeal. Grade appeal forms are available in the department offices.

Transfer-Credit/Articulation Appeals

At UHD, transfer credit is awarded in compliance with [PS03.A.10 on Acceptance of Transfer Credit](#) and with the Texas Higher Education Coordinating Board rules designed to make transferring coursework between accredited state institutions more efficient. However, in the event that coursework does not articulate with UHD course work and transfer credit is denied, students may request to have their previous coursework re-evaluated for transfer credit. Re-evaluation requests are made to academic advisors, who then send the course information to the office of the appropriate academic dean. The dean's office works with the relevant faculty coordinator or department chair to decide on the application of transfer credit to the specific degree program (§3.1.12). Credit earned from institutions outside the United States "must be evaluated by a standard evaluation service" and then reviewed by relevant degree coordinator or department chair (§3.1.11).

Appeals Related to Academic Records

In keeping with the Family Educational Rights and Privacy Act (FERPA) and UHD's own [PS 03.A.22](#), students have the right to petition the University to amend any erroneous or misleading information in their records. UHD students are informed of this right to amend academic records in [The Student Handbook \(12-13\)](#), the [Graduate Catalog \(37\)](#), and the [Undergraduate Catalog \(49\)](#). The process for amending records is discussed in §§2.5-2.6 of [PS03.A.22](#). The most recent version of this policy is published with Policy Statements on the UHD website.

The Registrar's Office also maintains the [Student Record Discrepancy](#) page, which provides information about such appeals as well as a link to the [Webtrace Request form](#) used to initiate the records-amendment process.

Appeals Related to Enrollment and Withdrawal

The Registrar's Office posts an [Appeal Request form](#) online that may be used by students:

- request an exemption to the State's cumulative limit of six course withdrawals. Permitted exemptions are detailed in [PS 03.A.36](#), §3.2.
- appeal Excess Fees (fees levied for exceeding the maximum of 18 credit hours of developmental coursework).
- request course withdrawal after the deadline for extenuating circumstances.
- appeal administrative withdrawals for non-compliance with the mandatory bacterial meningitis vaccination.
- appeal administrative withdrawals for non-compliance with the Class Attendance and Administrative Drops rule.

Appeals Related to Academic Probation and Suspension

Academic probation and suspension for undergraduates at UHD is governed by [PS03.A.07](#), which requires students to appeal suspension by petitioning the appropriate academic dean (§2.2). The policy is published on the [Academic Policies page](#), and information about academic probation and suspension is also published in the [UHD Student Handbook \(6-7\)](#) and [The UHD Undergraduate Catalog \(47-48\)](#),

Graduate Students appeal academic decisions, including those relating to probation and suspension, directly to the Graduate Director of the appropriate graduate program. As noted in the [UHD Graduate Guidelines](#), "The student must furnish the relevant Graduate Director with a written request for an appeal that identifies the specific decision that is being appealed, the details of the situation (as concise as possible), and a proposed rectification. Appeals must be filed within the semester of the incident" ([Graduate Guidelines 7](#)).

Appeals Related to Academic Honesty Decisions

The University's [Academic Honesty Policy, PS03.A.19](#), describes the procedures by which a student appeals charges of cheating or plagiarism. Attached to the policy is the form the student signs to request an initial formal hearing in a process that has three level of appeals: the department chair, the college dean, and the University's Student Discipline Committee. The Office of the Student Affairs retains copies of academic honesty violation reports (§2.4). The Academic Honesty Policy published on the UHD website and in the [UHD Student Handbook \(28-29\)](#).

Appeals Related to Academic Adjustments/ Accommodations for Students with Disabilities

The regulations for accommodating students with disabilities are described in [SAM 1.D.09](#), which includes a section on how students can file an appeal if they believe a requested accommodation has been unfairly denied (§5.6). The policy is linked to the Office of Disability Services (ODS) webpage entitled "[Registering with Disability Services](#)." Information about the Office of Disability Services, including contact information, is also published in the [UHD Student Handbook \(21\)](#). The ODS also provides a set of procedures for students at off-campus locations, entitled "[Disability Services for Off-campus and Online Students](#)," published on ODS's website.

Complaints Related to Sexual Misconduct

Student complaints related to sexual misconduct (including sexual assault, sexual exploitation, sexual harassment, and stalking) are governed by [SAM 1.D.08, Sexual Misconduct Policy](#). Section 10 of this policy describes the procedures for filing a formal report. Students may file formal complaints of Sexual Misconduct to the Title IX Coordinator, to the Employment Services Offices, University Police, or the Dean of Students. The Title IX Coordinator is the campus employee designated to coordinate University efforts to implement and comply with the policy, and at UHD, the coordinator for Title IX-related student complaints is the Campus Relations Officer (described below). All such reports must be handled in accordance with the policy, and the Title IX Coordinator works with UH System's Office of Equal Opportunity Services (EOS) to ensure appropriate handling of the charges. Students who wish to retain full anonymity may opt to report sexual misconduct via [MySafeCampus](#), described below.

Complaints Related to Discrimination and Harassment

Student complaints related to discrimination and forms of harassment other than sexual are governed by [SAM 1.D.07, Discrimination and Harassment Policy](#). Section 5 of that policy details the procedures for filing and adjudicating such a complaint. As in cases involving sexual misconduct, UHD's Title IX Coordinator cooperates with the University of Houston System's EOS to ensure compliance with the law. Students may also opt to file discrimination and harassment complaints via [MySafeCampus](#), described below.

Additional Problem Resolution Resources for Out-of-State Online Students

UHD also complies with the U.S. Department of Education (DOE) regulations on distance education and is currently in the process of gaining the DOE-mandated authorization to offer distance education to residents of other states. In accordance with these DOE regulations, UHD provides distance students residing in other states additional mechanisms for resolving problems or registering complaints through the [Distance Education Complaint Resolution webpage](#). Out-of-state students may also avail themselves of the other problem-resolution resources described in this response.

Other Complaint Mechanisms and Problem-Resolution Resources for Students

Student Course Opinion Surveys

[PS 03.A.26](#) requires that student course opinion surveys (also known as student evaluations) be administered in every course every semester, no matter the course-delivery method. These anonymous opinion surveys are the means by which many students express complaints about courses, professors, curriculum, and scheduling. As part of the annual faculty evaluation process described in [PS 10.A.05](#) (§2.3), chairs review the results of these surveys and pursue appropriate actions to address problems revealed in these survey responses. Individual faculty members use student feedback to make improvements in their courses.

Unit-level Surveys and Feedback Forms

A number of units within the University perform periodic student surveys or provide web-based or point-of-service feedback forms that allow students to voice complaints. These surveys and feedback forms are part of the continuous-improvement efforts of the surveying units. For example, the Library has a "Tell Us What You Think" webpage, accessible from a link to its homepage, which solicits student feedback via phone or email using an online [Library Feedback Form](#). The [Academic Advising and Mentoring Center](#) also allows students to submit complaints electronically via the "Feedback" tab on its Academic Advising homepage, while the College of Humanities and Social Sciences Advising Office asks students to complete an anonymous survey after each advising session, allowing students to lodge complaints. The Office of Distance Education provides online students the opportunity to provide feedback using its ["Comments or Compliments"](#) online customer-satisfaction survey.

MySafeCampus™







Students who prefer to remain anonymous may also use the [MySafeCampus™ portal](#) to submit written complaints about ethics, safety, or legal violations at the University. MySafeCampus™ is an independent, third-party incident-reporting system that allows the complainants to choose the degree of anonymity they desire in the process. Students may submit a written complaint via the MySafeCampus™ web portal, which is linked to bottom of the UHD webpage. Students may also submit complaints via the MySafeCampus toll-free phone number. The anonymous reports are forwarded to the relevant UHD vice president, who works with the Vice President of Employment Services and Operations to assign someone to investigate the complaint. The completed investigation is submitted to the University of Houston System Internal Auditor, who responds to the anonymous complainant.

Campus Relations Officer

The [Campus Relations Office](#) aids all members of the UHD Community with problem resolution, information sharing, and policy interpretation on issues pertaining to sexual misconduct, discrimination, harassment, and staff grievances. The [Campus Relations Officer](#), who also serves as the Title IX Coordinator and the Student Conduct Officer, also serves as a mediator between students and faculty members in the event of conflict. The Campus Relations website provides students information about these services and a phone number (713-222-5366) to call to make an appointment or to obtain further information about filing a complaint.

Sources

- Student_complaint_sample_cases
 - Narrative Examples
 - CHSS Grade Appeal Sample 4
 - Request for Maternity Desk, SPSF Redacted11
 - Withdrawal example
 - Blackboard Complaint, SPSF Redacted 17
 - Cashier Hold inquiry, SPSF Redacted 4
 - CHSS Grade Appeal Sample 1
 - CHSS Grade Appeal Sample 2
 - CHSS Grade Appeal Sample 3
 - CHSS Grade Appeal Sample 4
 - Complaint about Instructor SPSF Redacted2
 - Complaint about Online Instructor, SPSF Redacted12
 - Course Registration Approval, SPSF Redacted 13
 - Employee Rudeness SPSF Redacted3
 - Financial Aid & GPA, SPSF Redacted7
 - Grade appeal, referral, SPSF Redacted6
 - Instructor No-Show SPSF Redacted9
 - Missed Exam, SPSF Redacted8
 - Parking hold & customer service, SPSF Redacted 15
 - Parking Shuttle Complaint SPSF Redacted5
 - Pedestrian Safety, SPSF Redacted14
 - Pell Grant & Refund, SPSF Redacted10
 - Request for Maternity Desk, SPSF Redacted11
 - Timing of Fire drill & lost computer files, SPSF Redacted1
 - Transcript and Degree Conferral Query, SPSF Redacted16
 - Withdrawal from courses & 6-W rule, SPSF Redacted 18
- 2014_2015_Graduate_UHD_Catalog_Full
- 2014_2015_Undergraduate_UHD_Catalog_Full
- Academic_Advising_Center_UHD
- Academic_Affairs Policies_UHD
- Campus Relations & Student-Conduct Officer job description
- Campus Relations _UHD
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- Distance Ed Comments or Compliments _UHD
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- PS03A04_Grading_System
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- Registering with Disability Services _UHD
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- SAM01D08_Sexual_Misconduct_Policy
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- SA_Policy _UHD
- Student Problem Solving form _UHD
- Student Record Discrepancy _UHD

-  Tell Us What You Think _ Library_UHD
-  Texas Government Code Chapt 2114, Customer Service
-  UHD_Graduate_Guidelines_2015-2016
-  UHD_Student_Handbook_2014-2015
-  Webtrace Request form
-  appeal_form

4.6

Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

Recruitment materials produced for the University of Houston-Downtown accurately represent the University's practices, policies, and academic programs. The University and the individual employees who collaborate on the production and distribution of these materials take this responsibility very seriously, and thus representatives of multiple departments across the institution review materials throughout the creation process to verify accuracy and clarity of the information presented.

Undergraduate Recruiting Brochure

The **UHD Viewbook** brochure is the primary tool used in recruiting undergraduate students, including freshmen and transfer students. The initial concept for the viewbook begins through collaboration between representatives of the Offices of Academic Affairs, Admissions, Enrollment Management, and University Relations. Each office contributes verified, informative data that enables prospective students to determine whether the University meets their higher education needs and is appropriate for their individual educational goals. University Relations compiles the data and creates an outline for the proposed viewbook. The outline is reviewed by Admissions, Enrollment Management, and Academic Affairs. University Relations then uses the agreed-upon outline to create content, which is then reviewed, edited, and refined by each of the contributing offices until a completed draft is approved. The approved content is laid out in an organized print format, and copies of the proposed printed piece are reviewed by multiple representatives in Admissions, Enrollment Management, Academic Affairs, Institutional Research, and, when appropriate, the President's Office. University Relations incorporates their suggestions to create a final version of the viewbook, whose content and presentation have been approved by these various offices. The UHD Viewbook is reviewed and updated annually.

Recruiting Tools for Specific Undergraduate and Graduate Degree Programs

Some individual degree programs require separate printed material to communicate the unique aspects of a specific degree program. These pieces are developed by University Relations through collaboration with the administrators of the relevant colleges and departments, usually the program chair, faculty teaching in the degree program, and the dean of the college. The process for creation and review is similar to the viewbook. Concepts begin with collaboration between the program chair, the faculty, the dean, and representatives of University Relations, who discuss the purpose of the piece, the specific information about the degree program that is to be communicated, and the benefits of the program. Content for the piece is then drafted and reviewed by all members of the concept-creation team. When all content is approved, the piece is produced for distribution to students or prospective students of the specific degree program. Recruitment materials are revised updated annually or as needed.

Undergraduate degree programs that have specific printed recruiting pieces include **Social Work**, Criminal Justice, Urban Education, **Geology**, and the Bachelor of Interdisciplinary Studies. Graduate degree programs with customized brochures include the **Master in Business Administration**, **Master of Arts in Rhetoric and Composition**, **Master of Arts in Teaching**, Master of Security Management for Executives, **Master of Science in Technical Communication**, **Master of Arts in Non-Profit Management**, and Master of Science in Criminal Justice.

Distance Education Recruiting Tools

In addition to the recruiting material developed for undergraduate or graduate programs, a separate recruiting piece is developed for the Distance Education office, who supplies these brochures at the UHD satellite campus locations—UHD Northwest at Lone Star College-University Park, UHD at Lone Star College-Cy Fair, UHD at Lone Star College-Kingwood, and UHD at Lone Star College-Atascocita Center (which has been consolidated with UHD LSC-Kingwood starting Fall 2015). The Distance Education Brochure shared by these locations advertises the degree programs that are available at each campus location. The brochure is developed through collaborative efforts between the Executive Director of Distance Education, representatives from each of the distance education locations, University Relations, and Academic Affairs, and it is revised and updated annually, or as needed.

The UHD Website

As the most visible and most widely accessible communication tool of the University, the UHD website serves an implicit recruitment function, and many sections of it serve an explicit recruitment function, as well. The development and administration of the website is governed by **PS 08.A.06, University Website Policy**. The primary source of information for prospective students is available on the **Admissions** webpage, which provides potential freshman, transfer, international, transient, post-baccalaureate, and graduate students with information they may need to evaluate whether UHD serves their educational needs. The Director of Admissions works closely with the Associate Vice President of Student Affairs to determine the content. Content is placed on the Admissions website by the web technician assigned to the Office of Student Affairs.

Undergraduate and Graduate Course Catalogs

UHD's **Undergraduate Catalog** and **Graduate Catalog** serve multiple functions, including as recruitment tools. The Office of Academic Affairs coordinates the catalog revision each year. Each section is carefully reviewed and updated by the appropriate staff, administrators, and/or faculty most familiar with the information. The review process involves degree-program coordinators, chairs, deans, the Provost, and staff in the Office of Academic Affairs. Information about tuition and fees is updated by the Student Accounting Office. The production schedule requires revisions and updates be completed each year by the first week of June so that catalogs may be printed by July and made available in print and online formats by late summer for the upcoming academic year.

Media Campaigns and Marketing Efforts

UHD also conducts mission-appropriate marketing campaigns via various broadcast, print, and social media. These campaigns are overseen by the Division of University Relations, which is responsible for the University's marketing and communications. **University Relations staff** work with representatives from the President's Office and the Office of Academic Affairs to develop appropriate media campaigns that accurately reflect UHD's mission, values, practices, and policies. For example, the current "Major Opportunities" recruitment campaign features UHD students and alumni with messages about the academic and career benefits they have garnered from their UHD experience. This "Major Opportunities" message is conveyed prominently in local billboards, print, radio and online advertising messages, and it is coordinated with the messaging on UHD's website, on its social-media sites, and in the printed recruitment materials discussed above.

To ensure that the "Major Opportunity" marketing campaign accurately represents UHD, the University Relations team works with college deans, department chairs, and faculty members to select students with exemplary academic excellence, determination, and other successes throughout their college career. University Relations compiles the list of recommended students to be highlighted in the campaign, and the Registrar's Office verifies the students are in good academic standing. Approximately ten different students from various degrees programs are selected to be featured in the campaign every 18 months.

The University has a contractual agreement with a local advertising agency, Richards/Carlberg, who assists in the development of advertising campaign materials. The agency's involvement usually includes photography, interviewing students to understand their "story," and building a headline that conveys how attending UHD fostered the student's success. The photography and headlines developed by the agency are used throughout all materials produced for the campaign.

The University also uses its various social-media sites, including **Facebook** and **Twitter**, as recruitment and public-relations tools. University Relations staff ensure that the information and messaging conveyed through these sites is consistent with the University's mission, values, practices, and policies. The use of such media is governed by the UHD's **PS 09.B.04 Social Media Policy**, which requires the sites be marked as "official" (§3.3), adhere to all University policies and FERPA regulations (§3.1, §3.7), and be monitored by the appropriate personnel (§3.2), in this case, the communications staff within University Relations.

In-Person Recruiting Events















Recruiters, faculty, and staff represent UHD at many recruiting events every year, such as high school college nights, community college transfer fairs, or the UHD Open House event, which is held on campus for prospective students twice a year. The Admissions Office has created PowerPoint presentations for prospective freshmen and transfer students for these events. These presentations are regularly updated by the Director of Admissions, using the recommendations of Admissions Coordinators. Each presentation is reviewed four or five times per year.

Key Recruiting Personnel

In addition to ensuring the accuracy of recruiting materials, UHD ensures the effectiveness of recruitment efforts through employing well-qualified, well-trained **Admissions Counselors**, who confer with representatives of the academic colleges to ensure they are informed on the academic programs available. Admissions Counselors are familiar with the *UHD Undergraduate Catalog*, the *UHD Graduate Catalog*, the UHD website, and the other publications available on the institution's degree programs.

To supplement the work of the Admissions Counselors, the Admissions Office also employs students chosen through a careful selection process to serve as **UHD Ambassadors**. Their training includes phone etiquette and conducting campus tours. Ambassadors assist with on-campus events and other recruitment activities under the guidance of the professional staff. They are equipped with scripts for telephone calls, guidelines for conducting campus tours, current information about UHD and its history, and other relevant information.

Sources

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-  [Admissions_Staff_UHD](#)
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-  [PS09B04 Social Media Policy](#)
-  [UHD_Facebook_UHD](#)
-  [UHD_twitter_UHD](#)
-  [UHDviewbook](#)
-  [Univ_Rel_Staff _ UHD](#)
-  [admissions _UHD](#)

Title IV Program Responsibilities

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) is in compliance with its program responsibilities under Title IV and satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA). UHD is approved through June 30, 2018, through a [Program Participation Agreement](#) entered into with the U.S. Department of Education (DOE), which is further supported by the DOE's [Eligibility and Certification Approval Report for UHD](#). The University also submits the [Fiscal Operations Report and Application](#) to Participate (FISAP) to the Department of Education annually.

The Department of Education has approved UHD to provide the following Title IV Programs:

- Federal Pell Grants
- William D. Ford Federal Direct Loans
- Federal Supplemental Educational Opportunity Grants
- Federal Work Study

To ensure that UHD fulfills all its Title IV Program responsibilities, the Office of Scholarships and Financial Aid staff receive extensive training and adhere to the policies and procedures outlined in the [Manual of Financial Aid Policies and Procedures](#).

Cohort Default Rates

UHD consistently monitors the cohort default rates for the Federal Direct Loan Programs and explores ways in which to reduce default rates in subsequent years. The most recent three-year cohort default rate for UHD (2011) was 12.1 percent, compared to the national default rate of 13.7 percent ([2011 Official Cohort Default Rate](#)). The three-year default rates for FY2009 to FY2011 from the DOE's National Student Loan Data System (NSLDS) are shown in Table 1 below.

FY2011	FY2010	FY2009
12.1	15.1	14.2

Source: National Student Loan Data System, Department of Education

State and Internal Audits

UHD routinely undergoes state and internal audits of its awarding processes, eligibility determinations, verification processes, disbursement processes, and cash-management processes. The Texas State Auditor's Office is the independent auditor for the State of Texas and is authorized to conduct audits, reviews, and investigations of any entity receiving state funds, including Federal A-133 audits of Title IV financial aid programs. The University of Houston System (UHS) Internal Auditing Department produces a multi-year audit plan that includes all component universities ([UHS Long-Range Internal Audit Plan – FY15-17](#)). This plan provides for various audits of all UHD departments on a risk-assessment basis, as well as system-wide audits of various areas, including financial aid. The results of all audits are disseminated to UHD's senior administrators, the staff of the UHS Internal Auditing Department, and the UHS Board of Regents.

The most recent audits include the [Internal Audit Report 2013-23: UHD Financial Aid – Direct Loans](#) and the [State Auditor's Office A133 FY14 Report](#). All recommendations from these audits have been implemented, and all findings have been corrected, as demonstrated in Tables 2 and 3 below, which summarize the auditors' recommendations and UHD's corrective actions. In fact, [UH System auditors](#) who conducted the most recent audit confirmed the integrity of UHD's financial aid programs under Title IV, concluding that "management has adequate policies and procedures to help ensure compliance with applicable requirements and that resources are being effectively utilized under an adequate system of internal control" ([Internal Audit Report 2](#)). Copies of the full audit reports are included in the supporting documents for this standard.

The University of Houston-Downtown has not received any limitations, suspensions, or terminations from the U.S. Department of Education in the history of its federal program participation. UHD does not have reimbursements or exceptional statuses in regard to federal or state financial aid programs. No issues exist with Title IV financial aid programs for UHD, and no impending litigation exists concerning financial aid at the University.

	Internal Auditing Department Recommendation	UHD Corrective Response
1	"UHD General Accounting should implement procedures to perform a monthly reconciliation of ending cash balance for Direct Loans on the SAS report to the financial system" (p.3).	"Effective April 2013, General Accounting implemented procedures to perform monthly cash reconciliations between the ending cash balance in the COD system on the SAS Report and PeopleSoft, the financial system" (p.3).
2	"UHD SFA should require all financial aid employees to complete an annual conflict of interest certification to help ensure there are no conflicts of interest" (p. 3).	"Effective immediately, all UHD SFA employees will annually sign a conflict of interest certification. The Director of Scholarships and Financial Aid will maintain official copies of these documents" (3). (A sample signed <i>Certification of Compliance</i> form is included with the supporting documents for this standard.)

Table 3: Results of State Auditor's Office A133 FY14 Report		
	SAO Recommendation	UHD Corrective Response
1	"Correctly and consistently apply and adjust COA [Cost of Attendance] budgets for all students" (p.2).	"We corrected the setup of the automated grouping process in Spring 2014 to consider 'with parent, with dependent' group prior to the 'with parent' group to prevent further errors in budget grouping. We have also implemented periodic budgeting which automatically coordinates the student's budget amount with their corresponding budget components and enrollment. The Tuition and Fees component is now tied to the enrollment hours. The budget is automatically re-calculated on a daily basis during the registration period to correspond to the hours as students add and drop courses" (p. 2).
2	"Include all necessary information in SAP [Satisfactory Academic Progress] determinations"	"We have modified our admission procedures effective Fall 2014, such that: 1. All transfer credits are evaluated prior to an admission decision. 2. SAP is calculated after a student is admitted, so all evaluated transfer credits will be captured at the time SAP is calculated for a student" (p. 2).
3	"Accurately verify all required FAFSA [Free Application for Federal Student Aid] information for students selected for verification and request updated ISIRs [Institutional Student Information Record] when required" (p.3).	"To strengthen verification processes, Financial Aid has required recent training and quality assurance measures. All staff responsible for performing verification as part of their job duties have been required to take an online course offered through the National Association of Student Federal Aid Administrators. All Staff responsible for verification have now completed this 4 week course. As an added measure accountability, the Assistant Director of Processing will review a sample of verification files on a quarterly basis to verify and make any necessary corrections and take actions as warranted" (p.4).
4	"Establish and implement an effective monitoring process for verification" (p.3).	

Publication of Consumer Information

UHD publishes information about scholarships and financial aid through a number of media that students can access. [The Undergraduate Catalog](#) (35-39), [Graduate Catalog](#) (28-32), and printed materials available in the Office of Scholarships and Financial Aid provide information for students about Title IV and other financial aid programs. In addition, the [Financial Aid website](#) provides detailed information about application procedures, deadlines, forms, eligibility criteria, academic progress standards, sources of aid, loan counseling, cost of attendance, consumer information, payment procedures, and information on student rights and responsibilities.

Cross References

Principle 1.1 Integrity

Comprehensive Standard 3.10.2

Sources

 2011_Official_Cohort_Default_Rate
 2014_2015_Graduate_UHD_Catalog_Full
 2014_2015_Undergraduate_UHD_Catalog_Full
 AR2013-23_UHD_Financial_Aid-Direct_Loans
 Certification_of_Compliance_with_SFA_Policies--Monica_Comeaux
 Eligibility_and_Certification_Approval_Report
 FISAP_Submitted_Version
 Financial_Aid_Policy_&_Procedures_Manual_2014-15
 SAO_A133_FY14_Report_UHD
 UHD_Scholarships_and_Financial_Aid_UHD
 UHD_School_Default_Rates_3-Year_FY2011-2010_and_2009
 UHS_Interna_Auditing_Department_webpage
 UHS_Long-Range_Internal_Audit_Plan_FY-2015-2017_(Final)
 UH_DT_PPA_Recertification

4.8.1

Verification of Student Identity in Distance or Correspondence Education

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

In addition to its face-to-face course offerings, University of Houston-Downtown (UHD) delivers a growing number of classes in either a fully online format or a hybrid format (with instruction approximately 50 percent face-to-face and 50 percent online). To ensure the integrity of student participation in its distance-education program, UHD verifies that the student who registers is the same student who participates in and ultimately receives credit for coursework by using a secure login and password for the Blackboard online course management system, Student e-Services, GatorMail (the University-sponsored student email interface), and other University online services. The University also uses a number of methods to increase the integrity of testing in online courses, including employing Respondus software for online testing and in-person proctoring for a growing number of courses, including all College of Business online courses.

Secure Login and Passwords

To ensure that the student who registers for an online course is the same student who participates in and completes the course, UHD issues all students unique and secure user identification (ID) and passwords when they are admitted to the University. Each distance education student enters his or her username and password and creates an alphanumeric password that uniquely identifies the student in the system. The UHD Information Technology [Password Policy](#) includes mandatory password changes every 90 days and requires "strong" passwords—that is, passwords of at least eight mixed-type characters. In addition, users must set "challenge questions" to verify their identity when recovering forgotten passwords. Expired passwords may not be used and must be reset. The UHD username and password are required to access both the course registration system and the [Blackboard Course Management System](#), the primary online environment used to access online courses.

Verifying Student Identification Using Blackboard and Respondus

To verify student identification in distance education courses, UHD instructors use several security features that are available through the Blackboard Course Management System. Students access the secure [Blackboard system with a personal login ID](#) and a unique password, and submit assignments via the Blackboard drop-box function or an email address that is individually assigned and integrated into the Blackboard site. Many instructors use the [Blackboard Collaborate](#) feature, a live-collaboration platform that allows students to communicate with instructors and each other using video, voice, or text. These features enable faculty members to verify the identity of students who are taking exams online or participating in other class activities. The [login screen](#) for Blackboard provides a warning to students outlining unauthorized use and access. By logging into Blackboard and entering the Blackboard site, students are acknowledging agreement to abide by applicable UHD policies and guidelines.

In addition, UHD provides faculty with the [Respondus LockDown Browser](#), a customized browser that increases the security of online testing in Blackboard. When students use [Respondus LockDown Browser](#) to take a test in Blackboard, they are unable to print, copy, go to another URL, access other applications, or close a test until it is submitted for grading. Faculty members also have the option of using [Respondus Monitor](#), a tool within the LockDown Browser that requires students to use a web camera while taking online exams and thus serves as a viable alternative to in-person proctoring. With Respondus Monitor, a student's identity can be verified and his/her activity is video-recorded during the exam. The combination of these tools allows UHD to provide a secure environment for distance education students and ensure the integrity of online courses.

Proctored Examinations

UHD seeks to support academic integrity through the diligent administration of proctored tests for online courses. UHD's [Office of Testing Services](#) provides in-person proctoring services for instructors of all UHD fully online courses. The proctored exams can be given via the Blackboard course management platform or in the traditional paper-and-pencil format. UHD's policies on online education continue to evolve and align with technological advances in this area. University policy allows students who take online courses an opportunity to choose between several options for taking proctored tests.

Proctored testing can be accomplished onsite through the [Office of Testing Services](#) at either its downtown One Main Building or its UHD- Northwest location. Students are also given the option of having an exam proctored at an approved off-site testing center, and those who need assistance finding an alternative testing location are directed to the [National College Testing Association \(NCTA\) website](#), which provides a list of test centers nationwide. The proctoring institution and the proctor must be approved in advance by UHD testing personnel. Students also have the option of taking proctored examinations at their homes using the [ProctorU](#) online service. Students are notified that there are additional fees associated with off-site testing and ProctorU options. Regardless of where students choose to take their final exams, they must register first with the [UHD Office of Testing Services](#). Upon completing the registration process, they are given a registration card with their personal information, exam information, test location, and specific instructions. These policies and procedures can be found in Testing Services' ["Academic Guidelines for UHD Students"](#).

When checking in for face-to-face exam proctoring at the Office of Testing Services or at an approved testing site, test takers must show either a government-issued ID or an official UHD student ID, and sign a sign-in sheet. Students are allowed to take their exams only if the following three conditions are met:

1. The personal information in the registration card exactly matches that of the ID card.
2. The test taker's signature in the sign-in sheet exactly matches that on the ID card.
3. It is verified that the test taker is the same person whose picture appears in the ID card.

For online proctoring with [ProctorU](#), the authentication process of the test taker's identity involves the following steps:

1. Via a webcam, a live proctor sees the test taker, checks the test taker's ID, and takes a photo to keep on file.
2. Test takers are required to answer challenge questions to validate their identity in keeping with industry-leading fraud protection and banking standards.
3. Sophisticated keystroke analysis software creates a profile for the test taker.

UHD started offering proctored tests in Spring 2014 in a phased manner with the College of Business (COB) taking the lead in implementation of proctored testing for its online programs in partnership with the Office of Testing Services. UHD's College of Business (COB) enrolls a large percentage of UHD's online students, and beginning Fall 2015, the COB will extend the proctoring policy to all examinations given in its fully online classes. During 2014, UHD proctored more than 8,000 final exams for students in all fifty states and in many international locations, including Afghanistan, Iraq, United Arab Emirates, and New Zealand. The successful implementation of proctored testing on campus, off-campus, and online has allowed UHD to ensure higher levels of academic integrity in its online program offerings.

Additional Security-Augmentation Measures








UHD is committed to the security of faculty, staff, and student equipment, data, and identity. Free McAfee antivirus software for home computer use is available to all UHD students and can be downloaded through e-Services. Students using campus computer labs are reminded of security issues daily via splash-screen messages—informational pages that are displayed ("splashed") on the screen while a computer is starting up or an application is being loaded. Each October UHD's Information Security Officer coordinates a campus-wide Security Awareness Campaign as a part of National Cyber Security Awareness Month. In addition, cyber security awareness sessions are held periodically throughout the year for faculty, students, and staff.

Cross References

[Comprehensive Standard 3.3.1.3](#)

[Comprehensive Standard 3.13.1](#)

Sources

-  Academic Testing Guidelines _ UHD
-  Blackboard @ UHD _ UHD
-  Blackboard_Learn_login_page
-  ECO 4303 SYLLABUS Spring 2015 Online class COB Format
-  Instructions_for_Creating_a_Blackboard_Collaborate_Session
-  National_College_Testing_Association_'Find-a-Participant'_webpage
-  Proctor_U_Online_Proctoring_Center
-  Respondus LockDown_Browser_Faculty Instructions
-  Respondus LockDown_Browser_Student Instructions
-  RespondusMonitor_Instructions for Students
-  Respondus_Monitor_Instructions for Faculty
-  Testing Services _ UHD
-  UHD_Network_&_Information_System_Password_Procedures
-  UHD_password_procedure
-  proctor_agreement_form

4.8.2

Written Procedure for Distance and Correspondence Education Students' Privacy

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) has written procedures for protecting the privacy of all students and their educational records, including those enrolled in distance education courses or distance education programs.

Students' privacy rights are addressed by a number of written UHD and University of Houston-System policies and procedures, which are based on the guidelines outlined by the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), the Gramm-Leach-Bliley Act (GLBA) regarding financial-service providers' protection of consumers' nonpublic personal information, and the Texas Public Information Act. The main University policies safeguarding student privacy rights include the following:

- [PS 04.A.01](#) Student Rights and Responsibilities, especially §3.1.4 on Rights of Privacy and §3.1.6 on Confidentiality of Records.
- [PS 06.A.05](#) Privacy Act and Freedom of Information Policy.
- [PS 08.A.04](#) Computer Access, Security, and Use Policy, especially §3.9.5 on security measures for handling data and §3.9.6 prohibiting use of email for transmitting confidential information.
- [PS 08.A.05](#) Academic Computing Services, especially the *IT User's Handbook* referenced in the policy and appended to it.
- [SAM 01.D.06](#) Protection of Confidential Information.
- [SAM 07.A.03](#) Notification of Automated System Security Guidelines, especially §2.3, which requires each University of Houston System component university to have a mechanism for annual notification of all University information-technology system users about security policies, procedures, and standards.

Access to student records is strictly controlled and limited to authorized employees on a need-to-know basis for legitimate educational purposes. UHD may not disclose non-directory student information to anyone other than the student or the minor student's eligible guardian without the student's consent, except when authorized by law to do so. Students must submit a signed release to the Registrar's Office authorizing a disclosure and the Registrar's Office will direct the student and/or department personnel appropriately. If the disclosure of records includes financial aid information, the student may submit a signed release directly to the Office of Scholarships and Financial Aid. Furthermore, University faculty and staff are prohibited from transmitting confidential student information through unsecured email or messaging systems and from storing such information in unsecured physical or digital environments.

To ensure that faculty and staff understand and respect the privacy rights of students (including those in distance-education courses), UHD's [PS 02.B.12 Employee Training and Development Policy](#) and University of Houston System [Administrative Memorandum 02.A.26](#) require all UHD employees to complete mandatory annual training on FERPA, HIPAA, and GLBA regulations and the protection of sensitive constituent information. University employees are informed about this training and testing in the [UHD Staff Handbook](#), the [UHD Faculty Handbook](#), and emails from UHD's Employment Services and Operations ([Mandatory Training Email FY2015](#)).

To ensure that students understand the University's commitments to confidentiality, integrity, and security of information, students are notified of their privacy rights in the UHD catalog and in the [Student Handbook](#) (12-13, 55-60). Additionally, user responsibilities specific to privacy are addressed in the [UHD Privacy Statement](#), which is published on UHD's website and contains links to other pertinent state and University documents related to privacy rights.

Cross Reference

[Comprehensive Standard 3.13.1](#)

Sources

- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [GLBA, §§6801-6809](#)
- [HIPAA Privacy Rule Summary, DHHS](#)
- [IT_Users_Handbook](#)
- [Mandatory_Training_Notification_Email_FY2015](#)
- [PS02B12_Employee_Training_Development](#)
- [PS04A01_Student_Rights_and_Responsibilities](#)
- [PS06A05 Privacy Act and Freedom of Information](#)
- [PS08A04 Computer Access Security and Use Policy](#)
- [PS08A05 Academic Computing Services](#)
- [SAM01D06_Protection_of_Confidential_Information](#)
- [SAM02A26_Employee_Development_and_Training](#)
- [SAM07A03_Notification_of_Automated_System_Security_Guidelines](#)
- [Texas Government Code §552, Public Information Act](#)
- [UHD_Privacy Statement](#)
- [UHD_Faculty_Handbook_2015](#)
- [UHD_Staff_Handbook_Full](#)
- [UHD_Student_Handbook_2014-2015](#)
- [publicinfo_hb](#)

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) charges no additional fees for the verification of identity for UHD students enrolled in distance education courses or programs. Online and face-to-face courses have the same fee structure, as shown in the schedule of fees published in the *Graduate Catalog (22-24)*, in the *Undergraduate Catalog (29-31)*, and on the *Cashier's Fees Information webpage*.






As discussed in the response to **Federal Requirement 4.8.1**, many online instructors do require students to take proctored examinations as part of the identity-verification process, and UHD's **Office of Testing Services** provides proctoring services at the downtown One Main Building and the UHD-Northwest locations at no additional charge. The **Respondus Monitor** and **Respondus Lockdown** software, which are required for online testing in many courses, may be downloaded for free from the **UHD Blackboard Support Website**. However, students may have to pay for proctoring services if they opt to take exams at an approved off-site location or via the **ProctorU** online service. (These payments would be made to the service providers, not to UHD.) The Office of Testing Services specifies the requirements and options for proctored examinations in "**Academic Guidelines for UHD Students**." Additionally, webcams are often an integral part of identity verification and academic-honesty enforcement during online examinations (especially when using Respondus Monitor or the ProctorU service), so online students who do not already have access to a webcam may need to purchase one for use during online testing.

Cross References

Comprehensive Standard 3.13.1

Federal Requirement 4.8.1

Sources

-  2014_2015_Graduate_UHD_Catalog_Full
-  2014_2015_Undergraduate_UHD_Catalog_Full
-  Academic Testing Guidelines _ UHD
-  Blackboard @ UHD _ UHD
-  Fees Information _ UHD
-  Proctor_U_Online_Proctoring_Center
-  Respondus LockDown_Browser_Student Instructions
-  RespondusMonitor_Instructions for Students
-  Testing Services _ UHD

4.9

Definition of Credit Hours

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

Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Narrative

The University of Houston-Downtown (UHD) has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education, to state and federal regulations, and to Southern Association of Colleges and Schools/Commission on Colleges (SACSCOC) policy.

UHD's [PS 03.A.30, Semester Credit Hours Policy](#), adopts the language of the Federal Regulation §600.2 and the SACSCOC Credit Hours Policy Statement in its definition of the semester credit hour:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates one hour of classroom or faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a different period of time (§2.1).

The University's definition of semester credit hours also conforms to [Texas Administrative Code Title 19, 4.A., §4.6](#), which stipulates that "traditionally-delivered three-semester-hour courses" should include 45 contact hours over 15 weeks of instruction plus "a significant amount of non-contact hour time for out-of-class student learning and reflection," and that courses offered in shorter timeframes "are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester." The University's stipulated definition of semester credit hour applies to all UHD courses and academic activities, "including laboratory work, internships, practicum, studio work, experiential learning, distance, correspondence, and any other academic work leading to the award of semester credit hours" ([PS03.A.30, §1](#)). Moreover, "all shortened-format and alternatively-delivered courses must meet similar rigor, quality, learning outcomes, and academic standards" as the traditionally-delivered courses (§3.1).

Course Approval Process

Regardless of delivery mode, all new courses, including Special Topics courses, must be approved through the process described in [PS03.A.12, Changes to Curricula, Courses, and Program Inventory](#). This process begins with submission of the online Course Inventory Update Form through the Course Inventory Request (CIR) Workflow interface available through Faculty eServices, and it entails review and approval by the departmental curriculum committee, the department chair, the dean, the University Curriculum Committee, and the Provost. Course proposals must include learning outcomes and an attached proposed syllabus specifying required coursework and assignments ([The CIR for STAT 5307, Time Series Analysis](#)). Through this process, faculty reviewers guarantee that new courses conform to expectations about the appropriate rigor and amount of intellectual work for the credit hours awarded. The course-approval process is discussed at greater length in [CS 3.4.10, Responsibility for the Curriculum](#).

Credit for Field Experience

A number of departments offer a field experience course that awards students credit for internships in their field (e.g., ACC 4380, Field Experience in Accounting, or ENG 4380, Field Experience in English). Awarding credit for internships is a common practice in higher education. UHD's [PS 03.A.21, Field Experience Policy](#), provides the guidelines for these courses and the procedures by which students receive approval to enroll in them. Field experience courses may only be taken with departmental approval and require the student and the employment supervisor to complete a [Field Experience Application](#) outlining the student's responsibilities.

Credit by Examination and other Alternative Methods

The Semester Credit Hours Policy includes a section of general procedures for awarding credit and requires the Vice President for Academic Affairs/Provost's approval for any exception to the policy's provisions ([PS 0.3A.30, §4.3](#)). The "Procedures" section also refers to [PS 03.A.11, Credit by Examination and Credit by Approved Equivalencies](#), which provides specific requirements and procedures for credit earned by examination or other non-course-based means, including portfolios or equivalency agreements for courses of study with other agencies (such as the Houston Ballet, for example). Examinations and alternative methods of obtaining credit must undergo an in-house approval process analogous to the one required for new courses by [PS03.A.12](#), a process that begins with the departmental curriculum committee, and goes through the subsequent approval levels of the department chair, the dean, the University Curriculum Committee, and the Provost ([PS03.A.11, §4.1-4.4](#)). Through this process, faculty members use their disciplinary expertise and knowledge of the curriculum to ensure that the achievement represented by the examination or the alternative method of earning credit is truly intellectually equivalent to a course-based option.

In accordance with [PS03.A.11, §3.4](#), the Office of Academic Affairs maintains a list of approved examinations and other methods of documenting academic credit, which it [publishes online](#) and in notices to the Registrar, the Testing Office, and advisors. Information about credit by examination and credit for military service is also published in the UHD [Undergraduate Catalog](#) (pp. 41-44).

Cross References

[Core Requirement 2.7.1](#)



[Core Requirement 2.7.2](#)

[Comprehensive Standard 3.4.6](#)

[Comprehensive Standard 3.4.10](#)

[Federal Requirement 4.4](#)

Sources

-  2014_2015_Undergraduate_UHD_Catalog_Full
-  CIR Form, STAT 5307 Time Series Analysis
-  Code_of_Federal_Regulations-Title-34b-VI-600
-  Credit by Examination _ UHD
-  Field_Experience_application
-  PS03A11_Credit_by_Examination_&_by_Approved_Equivalencies
-  PS03A12_Change_to_Curricula_Courses_and_Program_Inventory
-  PS03A21_Field_Experience_Policy
-  PS03A30_Semester_Credit_Hours_Policy
-  SACS-COC_Credit_Hours_Policy_Statement
-  TAC_Title_19-Part-I_4.A.-4.6