REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

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

Name of the Institution: Texas Woman’s University
Denton, Texas

Date of the Review: April 9-11, 2013

COC Staff Member: Dr. Robin W. Hoffman

Chair of the Committee: Dr. Susan L. Bosworth
Associate Provost for Institutional Analysis and Effectiveness
The College of William and Mary
Williamsburg, VA
Part I. Overview and Introduction to the Institution

The report from the Off-Site Reaffirmation Committee represents the preliminary conclusions of the Committee based on the application of the *Principles of Accreditation* to information provided by the institution in its completed Compliance Certification. This report is forwarded to the institution and the On-Site Reaffirmation Committee. The institution will have an opportunity to respond to the Off-Site Reaffirmation Committee’s findings in a Focused Report that also will be sent to the members of the On-Site Reaffirmation Committee. The On-Site Reaffirmation Committee will conduct interviews, review on-site documents, revise/update the preliminary report as appropriate, and approve a final Report of the Reaffirmation Committee. The Report and the institution’s response are forwarded to the Commission’s Board of Trustees for final action on reaffirmation of accreditation.

The Report of the Reaffirmation Committee is the final committee analysis and report that includes the findings of the Off- and On-Site Reaffirmation Committees. It will be forwarded to the institution for a formal response. The report and the institution’s response are forwarded to the Commission’s Board of Trustees for action on reaffirmation of accreditation.

First established in 1901 by the 27th Legislature as the Girls Industrial College, Texas Woman’s University is now the largest teaching and research–intensive university primarily for women in the United States. The progression started when the institution opened in 1903. By 1905, it was renamed the College of Industrial Arts. Graduate studies were introduced in 1930 and in 1934 the name was once again changed to Texas State College for Women to better reflect the broad scope of programs offered. Since 1957, the institution has been formally recognized as Texas Woman’s University, four years after the first doctoral degrees were awarded. Beginning in 1972, qualified men were accepted to programs in the Institute of Health and Graduate Studies and to all programs in 1994.

In fulfillment of its mission and its commitment to diversity, TWU provides a teaching and learning environment that “ignite[s] potential, purpose, and a pioneering spirit,” and prepares students of different ages and from varied social and ethnic backgrounds for leadership and service. TWU offers 51 bachelor’s, 52 master’s, and 23 doctoral degree programs on the main campus in Denton, at two off-site locations in Dallas and Houston, and online. Programs of study are offered in the College of Arts and Sciences, College of Professional Education, College of Health Sciences, and College of Nursing, and the Graduate School. Of the 15,168 students enrolled at TWU in fall 2012, 62% were in undergraduate programs and 38% were in graduate programs. In keeping with its long-honored tradition of being primarily a woman’s university, the student population includes 89% women and 11% men. The university enrolled 58% full-time and 42% part-time students, 95% Texas residents and 5% non-residents; and students from a variety of racial/ethnic backgrounds including 47% White, 21% Black, 18% Hispanic, 9% Asian, 1% American Indian, 2% international and 1% Other.

The On-Site Reaffirmation Committee thanks Chancellor and President Ann Stuart and her colleagues for a warm welcome and hospitality throughout our visit. The Committee is very appreciative of the hard work and dedication of Dr. Barbara Lerner, TWU Accreditation Liaison; Dr. Kimberly Miloch and the TWU Quality Enhancement Executive Committee, and Ms. Kimberly McQuarry who organized local arrangements. The Committee also thanks our gracious and ever present TWU hosts who made sure Committee members were at the right place at the right time.
A. **Assessment of Compliance with Section 1: The Principle of Integrity**

1.1 The institution operates with integrity in all matters. (Integrity)

The Committee did not identify any issues of integrity.

B. **Assessment of Compliance with Section 2: Core Requirements**

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

Texas Woman’s University (TWU) was established by the State of Texas in 1901. The Texas Higher Education Coordinating Board has legal authority to approve all degree programs offered by Texas Woman’s University.

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

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

TWU is governed by a nine-person Board of Regents appointed by the Governor with the advice and consent of the State Senate. The Regents hold office for staggered terms of six years, with the terms of three members expiring February 1 of odd numbered years. The Governor also appoints a tenth non-voting Student Regent who serves for one year. In homage to its mission, state statutes require that at least four members of the Board be women.
The Board of Regents has been granted broad authority to administer Texas Woman’s University by the Texas Legislature. The Board meets quarterly and elects a chair/presiding officer and a vice chair/assistant presiding officer to two year terms. Consistent with the laws of Texas, the board has adopted comprehensive “Standards of Conduct” for its members which appropriately address restrictions on potential conflicts of interests. The board has established standing committees on Academic Affairs, Finance and Audit, Student Life, and Institutional Development. The Finance and Audit Committee oversees the finances of the University and the full Board approves the annual budget. A review of policies and minutes of board meetings confirm that the board is an active policy-making body and that the board is not controlled by a minority of board members.

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See the Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.”) (Chief Executive Officer)

The Board of Regents employs a chief executive for the management of university operations. This individual carries the title of Chancellor and President. The CEO reports to the Board of Regents and advises the Board on policies, purposes and goals of the university. The CEO exercises executive authority necessary for the management of the University and supervises divisional Vice Presidents and other direct reports.

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

TWU’s mission statement is clearly defined, comprehensive, specific to the institution, and appropriate for higher education. It describes TWU as a public institution primarily for women that now serves a diverse community of students. The mission includes core values of educational opportunity, scholarly inquiry, integrity, success and sustainability, and stewardship. Additionally, the Board of Regents amplified the mission statement of the institution by providing a specific research mission for TWU focusing on expanding the domain of human knowledge, improving professional practices, and serving as a depository for information and knowledge about women. The mission statement is published in TWU’s catalogs, handbooks, and on the institution’s website.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)
TWU has a multi-pronged approach to planning and evaluation that demonstrates an ongoing, integrated, and institution-wide research-based process. TWU has an institutional strategic plan that is developed around its mission and is revised and extended periodically and as special circumstances warrant, such as the recent economic downturn. In 2009, TWU developed a new and shorter strategic plan to address volatile changes as it prepared for substantial evaluation of the academic inventory in preparation for the 2013 strategic planning cycle. TWU demonstrates a commitment to ongoing planning with data-driven decision making.

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

TWU describes its continuous operation in the Undergraduate Catalog with an account of its establishment by the Texas Legislature in 1901 and its opening in 1903 and with a copy of the 1901 Act. Evidence of recent operations are presented with enrollment figures from 2000 to 2012, with fall enrollments increasing from 8,404 in 2000 to 14,718 in 2012. The institution summarizes these data in the online www.collegeportraits.org.

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

TWU offers 126 degree programs in the following colleges: College of Arts and Sciences, College of Professional Education, College of Health Sciences, and College of Nursing. Of these, there are 51 undergraduate degrees, 52 master’s level degrees, and 23 doctoral level degrees offered in various disciplines. A review of the Undergraduate and Graduate Catalogs 2011-2013 and documentation provided by the institution demonstrates that at least 120 semester credit hours are required for all baccalaureate degree programs and at least 30 semester credit hours are required for post-baccalaureate, graduate or professional level degrees. The institution uses semester credit hours as the academic unit of measure.

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

TWU is a public state institution that has an independent governing body, the Board of Regents. Guidelines and final approvals of all degree programs in higher education in the state are the responsibility of the Texas Higher Education Coordinating Board (THECB). The University is in compliance with both state
authorities in presenting programs with sequential paths of study that are compatible with the University’s mission. Documents, presented in the Compliance Certification Report, from the TWU Board of Regents and THECB confirm: (a) the TWU mission (b) the University’s role and scope in Texas higher education, including its ranking with peer institutions (c) guidelines for proposing new academic programs on all levels (d) criteria for developing the Core Curriculum, and (e) expectations for program reviews for accredited and non-accredited programs.

University catalogs, both printed and electronic, show that the degree programs offered are consistent with its mission to prepare its students “for leadership and service through high quality undergraduate and professional programs.” The printed undergraduate catalog includes the mission and the research mission statements. It also provides: (a) a description of each degree program offered, (b) a sequential outline of courses needed for completion and the year/semester the courses should be taken, and (c) a description of each course offered. The TWU undergraduate catalog and the THECB guidelines provide a comprehensive description of the Core Curriculum; the catalog outlines these requirements in a student/advisor friendly manner. The Graduate Catalog presents both general and specific degree requirements for master’s and doctoral students; these requirements are aligned with THECB criteria.

The degree program in Biology was used to illustrate the efficiency of the undergraduate catalog for students and academic advisors. The totally online RN-BS documents demonstrated the necessary information about degree requirements.

Through the approval process of new programs and periodic program reviews, TWU monitors program alignment with the University’s mission. Internal faculty governance structures provide oversight for the review and approval of new programs and program adjustments. The responsibilities and roles of the undergraduate and graduate councils for degree programming are clearly outlined. Approval processes and timelines for submission and review of new program proposals are published on the University website. TWU also publishes guidelines for writing new program proposals; a crucial part of the application is in the areas of providing a strong rationale for the program and presenting a plan for its sustainability. Periodic reviews of academic programs are State mandated. The accreditation status, the cycle and the timeline for upcoming evaluations of each program are documented.

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

TWU offers 51 baccalaureate degrees in various disciplines. A review of the Undergraduate Catalog 2011-2013 as well as a review of the documentation submitted by the institution reveals that the general education requirements (called core curriculum by the institution) include a minimum of 42 semester credit hours and are clearly presented for student use in the catalog. Required courses include content in written communication, humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses ensure a breadth of knowledge in their related areas and each is based on a coherent rationale. Additionally, the institution requires that each student is both computer literate as well as skilled in oral communication. The former may be demonstrated by means of a proficiency exam, or by taking one of three designated courses. Oral communication skills may be demonstrated by taking one of three designated courses, or by successful completion of two or more evaluated oral presentations in approved courses.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Committee also reviewed a sampling of general education course syllabi. The institution’s undergraduate bulletin discusses how transfer equivalencies are managed. It also describes how alternative means can be used to meet the computer literacy competency and the oral communication competency. Discussions with a small group of academic advisors from four schools/colleges, including nursing and education, clarified that all students who choose to complete the computer competence exam as part of the core requirements have two opportunities to pass it or they must take and pass one of the listed courses. In the case of oral communication, students who have not completed this competency are flagged during their 90-hour check or their graduation check. These students must pass one of the speech courses listed in the bulletin or one of the other approved electives. In the elective courses, the instructor must verify that the student has mastered the competency, by submitting the grading rubric used to assess at least two oral presentations. The On-Site Committee confirmed that there is an appropriate process for approving and monitoring courses used to demonstrate oral communication proficiency.

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See the Commission policy “Core
A review of evidence submitted by TWU and the Graduate and Undergraduate Catalogs 2011-2013 shows that the institution provides instruction for all course work required for at least one degree program at each level. Additionally, the institution is part of the Federation of North Texas which is a consortium of three institutions (Texas A&M, TWU, and University of North Texas) that coordinates various graduate programs. Finally, the institution is also part of a nine school group called Family and Consumer Sciences Distance Education Alliance. This is a statewide inter-institutional system that provides web-based distance education to prepare individuals for certification to teach Family and Consumer Sciences Education in Texas.

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

For the 2011-2012 Academic Year, TWU employed 1,016 full and part-time faculty members, including 125 graduate teaching assistants. Full-time faculty members represent 41.2% (419) of this number; this fact is surprising given that the University has expanded its degree offerings and increased its enrollment. The low number of full-time faculty is a concern. Due to an enrollment growth (72.6%) over a ten-year period (2000-2010), the student faculty ratio went from 13:1 to 18:1 which is below the state average; the Texas Higher Education Coordinating Board (THECB) records the data in its Accountability Report. Despite this student faculty ratio, the Off-site Committee questions whether the number of full-time faculty at TWU is sufficient.

Degree programs in the Humanities/Performing Arts vary in the number and percent of faculty who teach in the content areas. In the Compliance Report, TWU explains that the English, Speech, and Foreign Language department has the lowest percentage of full-time faculty by department due to the high number of part-time faculty assigned to teach composition courses. While in agreement that part-time faculty can be used for teaching composition (general education) 98.5% seems excessive. Furthermore, the number of full-time faculty who teach the undergraduate program/content area does not seem sufficient, especially given the mission of the institution. The data indicates that only 39.4% of the undergraduate content courses are taught by full-time faculty. It appears that a greater percentage of full-time faculty are assigned to the graduate program but there are still concerns. To mention a few, for the Denton campus 66% of the Business graduate student credit hours (SCH) were taught by part-time faculty in the fall of 2011 and 62.5% in the spring of 2012. In Reading Education, 41.8% of the graduate SCH’s were taught by part-time faculty in the fall of 2011 and 45.7% in the spring.

With a Carnegie classification of a doctoral/research university, it would have been appropriate for the university to describe a plan to increase the number of full-time faculty and tenure-track faculty. There are 319 tenure-track faculty out of a total of 1,016 full-time and part-time faculty or only 31.4%.
While the number of full-time faculty has changed little since the review by the Off-Site Reaffirmation Committee, TWU was able to provide the On-Site Reaffirmation Committee with additional information regarding the role of full-time faculty in relationship to the graduate teaching assistants (GTA) and adjunct faculty. TWU acknowledges that it has increased its reliance on GTAs in order to meet its instructional needs during a time of rapid enrollment growth. However, TWU has established a process by which it uses full-time faculty to mentor or lead GTAs. While the exact process varies by department, similar oversight is provided to adjunct instructors. In addition, the department chairs work to include GTAs and adjuncts in departmental meetings, as well as to include them in professional development activities such as departmental training workshops. Several department chairs also indicated, that in order to assist with instructional consistency and quality, they have developed long-term relationships with individuals that serve as adjuncts in their departments. TWU also uses clinical faculty in appropriate ways. In addition, the On-Site Reaffirmation Committee conducted interviews with students and faculty at the Denton Campus as well as the Dallas Center. Students indicated that faculty are approachable, available and encourage interaction with students. The students commented that there are enough faculty members to meet their needs with respect to advising and assistance with course work.

The On-Site Reaffirmation Committee does recognize that enrollment growth over the last 10 years has TWU at full instructional capacity, a belief shared by many members of the TWU community. The institution does have a plan to increase the FTE of assigned faculty to 60% tenured or on tenure track over the next four years. The new lines will address issues related to the heavy use of GTAs and adjunct faculty, particularly at the graduate level, not to build additional capacity.

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

TWU uses systematic strategies and policies to ensure that students and faculty are provided access to adequate library collections, services, and other learning/information resources for degree programs at undergraduate, master’s, and doctoral levels, wherever they may be located, whether at the main Denton campus, at the two off-campus sites, or through distance education. A review of the documentation provided, as well as an examination of the library’s website, shows an appropriate number and range of collections, resources, and services, many of which are electronic and thus available 24/7.

Access to materials not owned is provided through reciprocal borrowing available to faculty and students at participating TexShare libraries and through interlibrary loan. In addition to access to collections and services provided to all students, distance education students are offered delivery of materials, specialized
orientations and guides, and library resources integrated into their Blackboard courses.

The Health Sciences curriculum is supported by specialized collections and onsite librarians at the Dallas Center and the Houston Academic Resource Center, as well as by a formal agreement to use the extensive collection of the Houston Academy of Medicine-Texas Medical Center Library. Adequacy of collections and services for all programs is ensured through various best practice means, including: a Collection Development Policy that is regularly reviewed by the university-wide Library Advisory Committee; the participation of faculty library liaisons in collection building; library membership on the Curriculum Committee and the Distance Education Advisory Committee; library inclusion in program review and reaccreditations; and a patron-driven acquisitions service.

The Committee’s review of assessment efforts, as documented in the Institutional Improvement (I²) Report of March 2012, the Strategic Plan progress report (Libraries Goals 2010-2011), and the Library’s response to the LibQual survey results (2010), confirms that the Library regularly works to improve collections, resources, and services based on usage data, user input, and the institution’s curriculum and mission.

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

TWU’s use of academic advising and the Degree Audit Reporting System (DARS) ensures that students have the knowledge needed for successful matriculation at the University. There are three different locations that offer specialized tutorial services depending on the subject and the student’s classification. The Mathematics and Technology Success Center offers tutoring in math and courses associated with technology. Students can receive services on an individual basis or in a group setting. The Science Learning Resource Center offers tutorial services for freshmen and sophomores who need assistance in science courses. The Write Site offers assistance to students who need help with writing.

The services offered through Student Life demonstrate myriad programs for students that support their co-curricular involvement. The offices under the umbrella of Student Activities specifically offer programs to engage students. Furthermore, this programming supports student learning and contributes to the overall development of student learning. TWU services are provided for both undergraduate and graduate students.

The On-Site Reaffirmation Committee reviewed documents, toured facilities, and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The Student Handbook, Undergraduate and Graduate Catalogs provide information regarding programs and services available to all students. Websites for each of the student support services and programs identified in the Compliance Report were reviewed. Tours of the Math and Technology Success Center, the Write Site,
and the Science Learning Resource Center provide evidence that the institution provides programs, services, and activities consistent with its mission.

The Student Life Division houses fourteen units responsible for a variety of student support services and programs. Interviews with the Vice President for Student Life, Dean of Students, Student Life professional staff, and students confirm that the institution supports the student experience through an engaging curricular and co-curricular environment.

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

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

TWU could not provide the required institutional audit for fiscal year ended 2012 for review by the Off-Site Committee because it had not yet been completed by the state. TWU anticipated that the audit would be available in January 2013 and that they would provide it for review at that time. The institution did not provide a written institutional management letter and stated that one would not be provided “because the audit is prepared internally by the state.” However, based on the information provided for the previous three years, the institution is in a sound and stable financial position.

A budget for fiscal year 2012 was provided and the described budget process meets the SACSCOC requirements.

The On-Site Reaffirmation Committee reviewed and analyzed the financial materials provided by TWU including the Financial Statements and Independent Account's Review Report for the year ending August 31, 2012 which included Management's Discussion and Analysis. A Certified Public Accountant of the State Auditor Office of Texas indicated that the statements are understood to be in conformity with generally accepted accounting principles.

TWU provided a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt reflecting unrestricted net assets, not including plant and debt, of $43,361,326 in FY12 an increase of $1,545,872 since FY11. While this is down from $56,017,373 in FY10, the Management Discussion and Analysis reviewed a decline in state appropriations and revenue
from gifts; a new location was opened in January 2011 while the sale of the Presbyterian Hospital in Dallas was delayed to FY12.

With a Composite Financial Index (CFI) of 5.5, TWU demonstrates a financial base to support its mission and programs.

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

The space utilization data indicate that there is utilization above the Texas standard for classrooms and class-laboratories; however, there is also opportunity for additional utilization. TWU states that there is adequate space for administrative staff and data servers but the committee was unable to find any evidence to support this contention. The System’s Academic Space Projection Model shows a deficit in four out of the five listed categories including office space. The classroom and laboratory categories also showed a deficit, but as stated above, the utilization data indicates that there is some additional scheduling capacity in these existing facilities. The review process for deferred maintenance is described as broad based and of sufficient frequency to have proper information on facilities condition. There is a Facilities Master Plan from 2007 that is updated annually. A tour of facilities in Denton and Dallas and interviews with faculty suggest that the physical facilities are adequate to meet institutional needs and support the mission of the institution.

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

The institution developed an acceptable QEP. See Part III for additional information.

C. Assessment of Compliance with Section 3: Comprehensive Standards

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

The TWU mission statement is periodically reviewed and updated. The mission statement went through revisions in 2005 and more recently in February 2011 based on the recommendations of an institutional task force. The Texas Administrative Code requires the board to review the University’s mission statements every four years. The mission statement forms an integral
component of the strategic planning process and the university’s core values as detailed in CR 2.5.

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

In accordance with state law and the bylaws of the TWU’s Board of Regents, the chief executive officer of TWU, the Chancellor and President, is selected by and is responsible to the TWU Board of Regents. The Board of Regents, through its Chair, evaluates the Chancellor and President on an annual basis.

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

3.2.2.1 the institution’s mission

Texas Woman’s University’s Board of Regents has the authority to approve the university’s mission statement. TWU’s mission statement is reviewed periodically by faculty and administration, most recently in 2010. The Board of Regents approved the current mission statement in February of 2011.

3.2.2.2 the fiscal stability of the institution

TWU’s Board of Regents has clear authority and responsibility for the financial oversight of TWU. The Board of Regents exercises this authority through its Finance and Audit Committee which meets on a quarterly basis. The Board of Regents employs a Director of Internal Audit and annual audits are conducted by the Texas State Auditor’s Office. The Board of Regents also has a written investment policy.

3.2.2.3 institutional policy

TWU’s Board of Regents has adequate legal authority and operational control to administer the university. The Board of Regents adopts rules and regulations it deems appropriate to fulfill its responsibilities.

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

TWU’s Board of Regents has an Ethics Policy which addresses conflict of interest for its members. This policy is included in the Board’s Policy Manual and is discussed with new members at an orientation session. Additionally, Texas law requires conflict of interests training and TWU Board of Regents submits letters of compliance to state auditors.
3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. *(External influence)*

The Texas Education Code requires the TWU Board of Regents to “preserve institutional independence and to defend its right to manage its own affairs.” The Board’s appointment process and staggered terms help to minimize the likelihood of undue influence. Additionally, Texas Government Codes and Board of Regents policies provide training and transparency.

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

The Governor, with the advice and consent of the Texas Senate, appoints members of TWU’s governing board, the Board of Regents. Texas Education Code specifies the grounds for the removal of a board member. These policies are reviewed annually with all Board members.

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

The distinctive roles and responsibilities of the Board of Regents of TWU, the administration of the institution, as well as faculty, are well delineated in state law, board and university policies. Meeting minutes, correspondence, and other documents demonstrate enactment of the distinctions.

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

The institution has a clearly defined and published organizational structure that delineates responsibility for the development and administration of policies. The organizational structure for TWU is typical of similar institutions, and is updated as appropriate. The current structure was updated in June 2012 and is readily accessible.

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

All the leadership positions were evidenced with vita information, and all incumbents were qualified based on their credentials and experience. Two positions at the Dean level were vacant at the time of the submission of the Compliance Report.
The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The Committee verified the qualifications of the administrative and academic officers in an interview with the Provost and Vice President of Academic Affairs. The two vacant positions, the Dean of the Graduate School and the Dean of the College of Nursing, are currently filled with interims each of whom has appropriate credentials and experience to lead the institution. Searches are currently underway for both positions, and are being coordinated by an external search firm.

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

The institution has appropriate policies to cover hiring, employment issues, and annual evaluations of all employees. There is a process for establishing and reviewing policies which was put into place in August of 2012 (Policy 2.42). The institution documented compliance with the standard through human resources policies, the Faculty Handbook, university operating policies and procedures, the Staff Handbook, the on-line University Policy and Procedures site and others. Presented within the documentation are examples of actual annual reviews for faculty and staff; these reviews are conducted annually.

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

TWU has two policies that govern the evaluations of all administrative personnel. Operations Policy 50.01 requires an annual written evaluation for all classified and administrative and professional personnel, while the Faculty Handbook requires the annual evaluation of all academic administrators. Sample evaluation forms were provided that comply with the campus requirements. Evaluations are completed annually for all administrative personnel.

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

The CEO is responsible for and exercises administrative and fiscal oversight of intercollegiate athletics. At TWU, there is a Director of Intercollegiate Athletics who reports to the CEO through the Vice President for Student Life. There is an Athletics Policy and Procedures Manual and an Athletics Council consisting of 12 voting members representing faculty, staff and students and appointed by the CEO. The Chair of the Athletics Council is the NCAA Faculty Athletics Representative.

The operating budgets for intercollegiate athletics follow procedures of the Student Service Fee Allocation Committee and are approved by the Vice President for Student Life and by the Chancellor. All expenses and revenue procedures for athletics are subject to a review by an outside accountant at least
once every three years, the most recent review and evaluation being fiscal year 2010.

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

The Office of Institutional Development at TWU is responsible for coordinating fund raising for the university and reports directly to the CEO. The Board of Regents for TWU Policy on Gift Acceptance states that “Gifts to the University must be approved by the President or his/her designee prior to the Board of Regents for formal acceptance.”

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

The Texas Woman’s University Foundation is a legally organized non-profit corporation within the State of Texas. The Articles of Incorporation and the Bylaws define its legal authority and operating control. The Memorandum of Agreement between the TWU and the Texas Woman’s University Foundation, the Articles of Incorporation, and the Bylaws, describe the proper relationship and extent of liability. These documents also ensure that the chief executive officer controls any fund-raising activities and provide written requirements that the fundraising is “for the benefit of the University and otherwise supporting the institution.”

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

The *Policy on Intellectual Property* (Board of Regents Policy 4.02) covers the relevant aspects of intellectual property rights and products as they apply to faculty, students, staff and the university. Policy 4.02 was created in December 1987 and amended in February 2006 to address products of distance education. The policy was last reviewed November 28, 2011, with the next review due November 2014.

Policies and procedures related to intellectual property are appropriately published and available through print and online documents, which include the Board of Regents Policy Manual, the University Policies and Procedures Manual online, and descriptions in the Undergraduate Catalog and in the 2012-2014
Graduate Catalog. Primary administration of the intellectual property policies are handled by the Office of Research and Sponsored Programs, the Intellectual Property Committee and the Vice President for Academic Affairs.

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

3.3.1.1 educational programs, to include student learning outcomes

TWU chose to use sampling as the method of presenting its assessment of student learning in courses and programs. Representative examples were from: a) the various degree levels, b) programs offered at the three sites, c) each college and d) programs offered via distance education delivery. However, no clear strategy was documented for the sampling process and complete evidence on SLO was not provided.

The Compliance Report explains that TWU has had a history of assessing student learning in order to promote continuous improvement. However, the data presented does not cover all programs, nor does it provide evidence of multiple year “use of results.” The report notes that data from previous years were incorporated into the newest assessment plan but no previous plans were presented for review.

Noteworthy is that a major personnel change (hiring a new chief academic officer and losing the Associate Vice President for Institutional Effectiveness) has created an adjustment in the TWU assessment and process and has spurred the formation of the Office of Institutional Improvement. This Office conducted a review of the evaluative methodology that had been used and made the decision to adjust it in order to allow for a more effective means of building an assessment system.

Under the guidance of the Director of Academic Assessment (DAA), academic departments are assisted with writing measurable student learning outcomes (SLOs) and relating them to the University’s mission. One of the most impressive elements of the revised assessment process is that the DAA provides substantive feedback to the departments as they develop their assessment plans. The DAA has also created a document, Guidelines for Preparing the TWU Academic Institutional Improvement Assessment Plan that provides the departments with a comprehensive tool for shaping evaluation frameworks. These changes should provide a strong framework for future assessment work at the institution. The revised assessment strategy appears sound but is missing evidence of on-going evaluation and improvement.

TWU provided the On-Site Reaffirmation Committee with 2011 reports of all programs, with the exception of certificate programs. In addition, TWU provided a sample of reports from its former Academic Institutional
Effectiveness System (AIES). With the exception of certificate programs, the reports provided were sampled in such a way as to represent all degree levels and all of TWU's colleges. The relative newness of TWU's Academic Institutional Improvement System (AIIS), does not yet allow for the documentation of evidence of improvement. However, when considered in conjunction with the AIES, TWU is able to document the on-going nature of TWU's assessment of educational programs, including student learning outcomes. The On-Site Reaffirmation Committee recognizes that the new AIIS represents an attempt by TWU to implement a more effective assessment documentation process. The On-Site Reaffirmation Committee also acknowledges that TWU has a plan to begin to assess its certificate programs; however, this process has not yet been fully implemented and no reports of results or use of results are yet available.

The Committee recommends that the institution document that it assesses the extent to which it achieves outcomes in its certificate programs and provide evidence of improvement of its certificate programs based on analysis of the results, to include student learning outcomes. (Recommendation 1)

3.3.1.2 administrative support services

The Off-Site Reaffirmation Committee reviewed the document provided for assessment of administrative support services and was unable to clearly identify the on-going assessment and use of results. The institution provided several examples of annual assessment reports dated March 2012, but did not provide evidence of an assessment process that documents annual goals, the extent to which these goals are achieved and evidence of improvement based on results. There were no prior assessment reports available to evaluate progress.

TWU provided the On-Site Reaffirmation Committee with a sample of assessment reports. The reports provided are from March 2012 and January 2013. While the evidence provided demonstrates the widespread implementation of the new assessment process, the majority of the improvements documented in the March 2012 and January 2013 reports are presented in future tense, indicating the improvements are yet to be implemented. In addition, little evidence is provided to support the evaluation and use of results prior to the implementation of the new process. Only a few reports from the previous system were provided as part of the Focused Report and most of those reports dated back to 2003-2004. Interviews conducted with the Associate Provost for Institutional Improvement and Vice President of Student Life indicated that while reports had not been centrally collected, many of the units were engaged in ongoing improvement, planning and assessment. In an effort to document this, the on-site team requested previous reports from units specifically selected to cut across TWU divisions. While TWU did provide reports, the majority of the reports did not sufficiently document the use of results for improvement. Furthermore, several units did not document that they have a systematic assessment process in place.
The Committee recommends that the institution provide evidence of the use of assessment results for improvements in its administrative support services units. (Recommendation 2)

3.3.1.3 academic and student support services

The Off-Site Reaffirmation Committee reviewed the document provided for assessment of academic and student support services and was unable to clearly identify the on-going assessment and use of results. The institution provided several examples of annual assessment reports dated March 2012, but did not provide evidence of an assessment process that documents annual goals, the extent to which these goals are achieved and evidence of improvement based on results. There were no prior assessment reports available to evaluate a cyclical process of institutional effectiveness or clear documentation of sampling strategies. The annual reports document prior year performance but it was not described within a process of continuous improvement.

TWU provided the On-Site Reaffirmation Committee with a sample of assessment reports. The reports provided are from March 2012 and January 2013. While the evidence provided demonstrates the widespread implementation of the new assessment process, the majority of the improvements documented in the March 2012 and January 2013 reports are presented in future tense, indicating the improvements are yet to be implemented. In addition, little evidence is provided to support the evaluation and use of results prior to the implementation of the new process. Only a few reports from the previous system were provided as part of the Focused Report and most of those reports dated back to 2003-2004. Interviews conducted with the Associate Provost for Institutional Improvement and Vice President for Student Life indicated that while reports had not been centrally collected, many of the units were engaged in ongoing improvement planning and assessment. In an effort to document this, the on-site team requested previous reports from units specifically selected to cut across TWU divisions. While TWU did provide reports, the majority of the reports did not sufficiently document the use of results for improvement. Furthermore, several units did not document that they have a systematic assessment process in place.

The Committee recommends that the institution provide evidence of the use of assessment results for improvements in its academic and student support services units. (Recommendation 3)

3.3.1.4 research within its mission, if appropriate

TWU demonstrates research assessment and improvement activities by providing examples of ongoing work and accomplishments related to Objectives 1, 2, and 3 of the TWU 2011-2014 Academic Plan. TWU provides supporting documentation on research and funding activities
through monthly and annual reports. Assessment of current policies and practices is provided by the Office of Research and Sponsored Program's monthly and annual reports and evidence is also found in sample documents such as the 2009 Comprehensive Research Report and the Research Development Fund Allocations 2011-2012.

3.3.1.5 community/public service within its mission, if appropriate

The Off-Site Reaffirmation Committee was unable to verify through the documents provided TWU's on-going assessment of community service activities. The documentation provided states that the institutional mission supports on-going community and public service. However, the documentation did not make a clear case for how the institution identifies specific outcomes, assesses these goals, works to achieve them, and how improvements are made to meet specific outcomes. There seems to be no clearly defined set of objectives/outcomes, how they are achieved, and how changes are made to improve the quality of services.

In documentation provided to the On-Site Committee, TWU states that the institution supports on-going community and public service. TWU expects its community and public service activities to achieve one or more of the four specific outcomes identified by the University. The documentation provides examples of community and public service in the five categories established by TWU. The documentation also links a sample of community service programs to the goals outlined by the University, as well as to assessment measures, findings, and use of results. The majority of actions reported are presented in past tense, indicating actions based on assessment findings have taken place. The documentation does not indicate, however, a timeline for the assessments, findings or use of results. Given the manner with which TWU summarizes this information, the On-Site Reaffirmation Committee was unable to verify that TWU assesses the extent to which it achieves community and public service outcomes on an ongoing basis.

The Committee recommends that the institution provide evidence of on-going assessment of community and public service within its mission. Recommendation 4)

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

The institution did not satisfactorily address components 1 and 3 of this standard.

The Committee recommends that the institution demonstrate institutional capability for the initiation, implementation, and completion of the QEP. (Recommendation 5)
The Committee recommends that the institution identify a plan to assess its achievement of the goals of the QEP. (Recommendation 6)

(See Part III for additional information.)

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

Documentation including the Texas Administrative Code, standards related to the development of undergraduate and graduate programs, and a variety of compelling evidences, including minutes of meetings, demonstrate that the faculty and administration approve each educational program for which academic credit is granted.

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

The TWU mission states that the educational experience should train students for leadership as well as fulfilling personal and professional lives. The continuing education and service programs are administered through the Office of Life Long Learning and according to evidence presented by the institution, have a rich history of supporting the overall institutional mission. Since 2007, TWU has offered 305 continuing education programs to 17,184 participants. Ninety-two of those programs were held away from campus and 45 were provided using online technology. A total of 18,875.2 CEUs have been generated from these programs during that time span.

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

TWU has developed its admissions policy based on guidelines established by the Texas Higher Education Coordinating Board (THECB). Admissions policy is published in both the printed and online formats of the Undergraduate and Graduate Catalogs. Like other public institutions in the State, TWU utilizes the Texas Common Application for securing information on prospective students. This document was coordinated through the THECB. Criteria for admission to TWU takes into account a variety of factors such as test scores, and academic achievement.

The Undergraduate Catalog sets out criteria for the admission of freshmen, transfer, dual credit, non-degree, international, Fresh Start, and Restart students. A student’s choice of major may require a second application for admission to the discipline, such as in the departments of Nursing and Education. The TWU Admissions Review Committee (ARC) is responsible for ensuring that admissions requirements are appropriate to identify qualified students. In 2009 and 2010, the ARC partnered with the College Board – Admitted Class Evaluation Service to generate Admission Validity reports. The population for
these reports included students admitted to undergraduate, graduate and certificate programs.

Graduate School general admission criteria are also based on guidelines established by THECB. The criteria for the different types of admission are published in the Graduate Catalog and on the Graduate School Website. A brief description for unconditional admissions is presented in the Graduate Catalog, with more detailed information on the Graduate school website. The TWU Compliance Report outlines programs that make graduate study more accessible to more citizens throughout the State. Both the Federation of North Texas Area University and the University’s Distance Education programs provide two avenues for a non-traditional population to attain graduate degrees. Admission criteria for both these groups of students follow the admission guidelines set for graduate admission.

The On-Site Reaffirmation Committee reviewed documents in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Admissions policies are published on the institution’s website and in the print version of the Undergraduate and Graduate catalogs. Policies clearly address criteria for the admission of all student populations at TWU for undergraduate, graduate and certificate programs.

Interviews conducted with the Vice President for Student Life, undergraduate, and graduate students confirm institutional admissions policies are clear, accessible, and consistent with the TWU mission statement.

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See Commission policy “Collaborative Academic Arrangements.”) (Acceptance of academic credit)

The Texas Higher Education Coordinating Board (THECB) provides guidelines for awarding credit at public institutions; these rules are reflected in TWU’s publications both printed and electronic. Printed documents such as the Transfer Handbook, the Undergraduate Catalog, and discipline specific equivalency guidelines provide students and faculty/advisors with advisement tools. Courses from both two and four year institutions may be evaluated utilizing Texas Common Course Numbers (TCCNS); courses that are equivalent in Texas public institutions are assigned the same number.

Information about the types of credit awarded and the evaluation process can be found on the TWU website. TWU limits the credit it will accept from other educational entities to the following: (a) credit by examination- Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB); (b) credit from distance education courses; (c) transfer credit, (d) dual credit; and (e) military credit. Ultimately, academic departments approve
the credit to be awarded. The institution does not accept Prior Learning Assessment (PLA) credit for a student’s life work or life experiences.

TWU, through the Graduate Council, has established specific guidelines that allow the department and the Dean of the Graduate School to determine the eligibility of transfer graduate credit. The information about this process is in the printed and online Graduate Catalogs. The graduate academic advisor determines if credit will be accepted. Both graduate and undergraduate students can receive study abroad credit as long as the students enrols in an institution/faculty-led program or programs offered by Harlaxton College.

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

The academic policies of the institution are developed in a systematic way according to an established process which includes input from the faculty. An analysis of the Board of Regents policies, Graduate and Undergraduate Catalogs 2011-2013, Student Handbook, and policies from several programs demonstrates that the institution publishes and disseminates to faculty, students, and other interested parties academic policies that are educationally sound.

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

TWU follows federal and state legislative guidelines for awarding credit based on the number of hours that are spent in either a face-to-face environment or in a distance education venue. TWU has: (a) defined the term “credit hour” which is based on the universal system used at colleges/universities around the country; (b) charged the Office of Undergraduate Studies and Academic Partnerships and the Curriculum Committee with oversight of credit hours awarded in new and modified courses; (c) developed the University Curriculum Committee Handbook which addresses the credit hour issue, and clearly states that responsibility of the curriculum rests with the faculty; (d) published general standards for assigning the credit hour value; and (e) implemented a credit hour policy for distance education.

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

TWU has an internal approval process that is reviewed by the President’s Cabinet to ensure that consortial and contractual agreements are aligned with the mission and core values of the University. The agreements define the responsibility of all parties to ensure program quality. TWU provided five examples of partnerships agreements with other institutions to offer credit. The
agreements provided have either the signature of the TWU President or the Provost. The Texas Higher Education Coordinating Board (THECB) and SACSCOC guidelines are used to ensure program quality; these two bodies also provide the final external review in the approval process. Each of the TWU programs has a method for evaluating program effectiveness.

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

The guidelines for transfer credit are detailed in the institution’s Transfer Equivalency Policies. The University does not award credit for courses taken as noncredit unless they are in an educational experience category for military courses or a credit by examination program. Students may gain a specified number of credits through examinations that demonstrate mastery of specific areas. The Undergraduate Catalog and the Admissions website provide guidance for those seeking credit by examination. To evaluate courses from military programs, the faculty along with personnel in the Office of Student Records, determine if credit should be awarded. The Office of Student Records utilizes the American Council of Education’s (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. TWU does not permit credit for life or work experience.

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

The institution offers a variety academic support services to students including those who study through a distance education delivery mode. Tutorial services are provided in the area of mathematics, writing, and science. Both online and on ground students can take advantage of the Write Site, an online writing Lab, and Smarthinking which provides online tutorial assistance in a number of subject areas. The Honors Program provides an enhanced educational environment for talented students and the Living Learning Communities, a component of the residential life experience, allows students to develop their intellectual capacities outside the classroom. All services are posted on the University Website.

Faculty members also benefit from some of the student support areas. For example, in the Office of Undergraduate Studies and Academic Partnerships, students may avail themselves of academic advisement services, while faculty members are able to attend workshops to develop or hone advisement skills; faculty may also participate in professional development webinars and seminars in this location. Student advisement is offered at a number of academic support offices on campus; it is also required that students visit an academic advisor prior to registration each semester.

Each support service listed indicates the method utilized to measure effectiveness. Furthermore, TWU participates in the National Survey of Student Engagement (NSSE) in an effort to monitor student engagement in education.
and their satisfaction with University services. NSSE results did not indicate any student dissatisfaction with academic support services.

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

A review of the Faculty Handbook, Office of Academic Affairs web page and other evidence presented by the institution demonstrates that the faculty has the primary responsibility for the development, content, quality, and effectiveness of the curriculum.

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

Department chairs at TWU have dual roles - faculty member and administrator. They are responsible for developing and reviewing the curriculum and assessing the quality of the degree program. A description of department chair’s responsibilities and the desired credentials are published in the TWU Faculty Handbook. Some departments, with multiple degree programs or with programs that are delivered at an off-campus site, have coordinators assigned to oversee the academic activities of the degree programs. These individuals are usually tenured or tenure-track faculty members who hold terminal degrees in the field.

In the Compliance Certification, TWU provided a list of disciplines and the names of those persons serving in the coordinator capacity. The coordinator listed for the Visual Arts could not be found on the faculty roster or on the composite list of all faculty and thus their credentials to serve in the coordinator role could not be verified. In addition, the academic coordinator for M.S. in Exercise and Sports Nutrition holds a Ph.D. in Animal Science and appears not to be qualified; and the coordinator for the B.S. in Dental Hygiene holds an M.S. in Curriculum and Instruction and does not appear to be qualified.

The On-Site Reaffirmation Committee reviewed additional materials to document that the program coordinators in question are qualified in their field. The coordinator for Visual Arts has a Master of Fine Arts degree with a major in Graphic Design from Rhode Island School of Design. The coordinator brings many years and a wealth of experience and expertise as a faculty member, administrator, art director and designer. The coordinator began working at TWU in summer 2012.

The coordinator for the M.S. degree in Exercise and Sports Nutrition holds a Ph.D. with a major in nutritional physiology and has focused her scholarship and teaching in exercise and sports nutrition. She is a member of the American Dietetic Association, American Society of Nutrition, and Fellow in the American College of Sports Medicine. She has many publications in the area of sports and nutrition, as well as numerous grants and contracts.
The coordinator for the B.S. degree in Dental Hygiene meets accreditation criteria for the Commission on Dental Accreditation. Although she does not have a doctoral degree nor graduate degree in the field, she has 23 years of experience as a dental hygiene program director. Her many accomplishments and extensive experience substantiate professional qualification for the position.

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

Within the past year, from October 2011 through Spring 2012, the institution initiated a complete assessment of the institution’s technological capabilities, with the participation of internal and external constituencies, including an IT assessment by Gartner Consulting. The Gartner Report indicated a need to move from an operational to a strategic focus and one tangible result was a major reorganization of the technology departments into three focused areas: Client Services, Enterprise Applications, and Technology Infrastructure, reporting to the Associate Provost for Technology and CIO. Client Services, the front line of contact for students and faculty, now has twice as many staff as the other two units.

In addition, a Technology Governance and Planning Unit, reporting directly to the CIO, was created. There is clear evidence that there is an adequate technology infrastructure and the Acceptable Use Policy reflects best practice. Examples are provided of technologies that support student learning in specialized programs such as Nursing, Fashion Design, Science, Mathematics, and Dental Hygiene. The Blackboard learning management system is an integral part of the curriculum, with a Blackboard shell created for every course, whether face-to-face or online, and Blackboard accounts for all students and faculty.

Substantial support for distance education is evident in the technological tools for orientation and training, tutoring, and communication. The Office of Distance Education and the TWU Libraries offer an array of technology services that augment those offered by the Office of Technology. Documentation shows that training in instructional technology and software for both students and faculty is readily available and that support is provided at all three campuses.

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

TWC’s core curriculum is guided by the Texas Higher Education Coordinating Board (THECB) rules mandating all public institutions in Texas abide by a standard of at least 42 semester hours. Texas Administrative Code Rule 4.2 8, specifically requires that institutions establish a core curriculum that ensures “students will gain 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.”
TWU’s core curriculum adheres to the framework defined by Texas Administrative Code, and in addition, the University incorporates its specific mission in the core curriculum by requiring a course on multi-cultural women’s studies and six credits in global perspectives. These additional courses to the core curriculum speak directly to TWU’s mission “as a resource and depository for information and knowledge about women.” TWU clearly identifies college-level competencies within this framework.

TWU defines a clear set of college level competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. These competencies are routinely assessed through a multi-tiered process that includes both direct and indirect measures. The direct measures include common exams, common finals, Pre/Post testing, ACT CAAP testing, Educational Testing Service (ETS) subject tests and Project for Area Concentration Achievement Testing (PACAT) subject tests. TWU also uses a series of benchmarked indirect measures such as NSSE, BCSSE, FSSE, and CIRP, along with alumni surveys.

The Undergraduate Council is charged with the development and oversight of the Core Curriculum. Members of the Undergraduate Council review and approve proposed core courses and courses proposed to meet the global perspectives graduation requirement; and they oversee the assessment of the Core Curriculum. In conjunction with the Office of Undergraduate Studies and Academic Partnerships and the Office of Academic Assessment, the Undergraduate Council establishes a time for assessment of the core curriculum. As an example, the CAAP modules are assessed every three years on a revolving cycle.

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

The most salient documentation that supports compliance with this standard is found in both the Undergraduate Catalog 2011-2013 and the Academic Affairs policies related to undergraduate graduation requirements. To track these requirements, the University uses the automated Degree Audit Reporting System (DARS). This system informs the advisor of the student’s progress toward degree/certificate completion. Teaching materials for learning to use DARS is incorporated into workshop content designed for faculty advisement training. All documentation indicates that the institution requires that at least 25% of credits required for a degree must be earned through TWU. The standard has been met.

3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “Collaborative Academic Arrangements.”) (Undergraduate program requirements)
TWU has provided evidence that it publishes the requirements for its general education requirement and individual degree requirements. Curriculum review processes are in place to ensure course quality and appropriateness.

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

TWU provided three documents as evidence of its compliance with this standard: THECB Degree Program Inventory, List of Undergraduate Faculty Holding Terminal Degrees, and Template 3.5.4 Terminal Degrees of Undergraduate Faculty. These documents support a determination of compliance with the standard.

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

The TWU Graduate Council policy, Differentiation Between 5000- and 6000-Level, presents the expectations that course content on each level should be distinctively different; for a graduate course that is cross-listed with an undergraduate course, the expectation is that the graduate content will be more rigorous. Degree programs in the Humanities/Performing Arts show the distinct difference in the undergraduate and graduate program competence. In the Drama program, the first competence for the BA and MA are identical. The policy also outlines the competencies that should be included on each level. For example, the policy indicates that 6000 level courses should be “focused on theory, demand a high level of critical thinking, necessitate considerably more intellectual rigor, and demand integration of information into framework of knowledge.” Expectations for graduate faculty teaching 5000 and 6000 level courses are also explained in the policy. This policy is found in the Graduate Council Manual.

TWU views the approval process for proposing new graduate programs as the method for monitoring the rigor of program/course content. This process begins with the academic department and ends with Texas Higher Education Coordinating Board (THECB), which publishes guidelines for masters and doctoral level degree programs. Texas Administrative Code Title 19, Part 1, Chapter 5, Sub chapter C, Rule 5.45 and 5.46 present the guidelines for new masters and doctoral degree programs; doctoral programs involve a THECB site visit. Online degree programs must also go through the same approval process.

TWU follows the THECB requirement that each graduate program undergo a periodic program review. Beginning in academic year 2012-2013, THECB is requiring public universities in the State to not only have internal team reviews, but to also have external experts review the programs. Each program is to be placed on a seven-year cycle. The emphasis of the review will be on continuous improvement to include program content and rigor.
3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

TWU’s Graduate Council Policy Manual is the foundation for a faculty that has a high level of research productivity and academic programs that meet their research objectives. The policies sited: a) show the difference between 5000 and 6000 level courses; b) delineate the process for obtaining graduate faculty status; c) provide various types of faculty performance assessment reviews that the university employs to evaluate faculty; and d) explain the State mandated review of graduate programs processes. The institution uses program review findings as a means of strengthening the graduate program.

Syllabi from courses across the curriculum illustrate the types of research experiences and professional practice and training in which students are involved. Other evidence that demonstrates student development of research skills and their participation in research activities include: a) presentations of professional papers at conferences or the publication of papers in journals; (b) completed thesis and dissertation projects; c) TWU’s annual Creative Arts and Research Symposium where students present their scholarly activities and learn about the work of their peers; and d) the Graduate Council’s Policy on Research Tools which requires PhD students to demonstrate competency in two research tools as specified by the discipline. The Office of Student Life provides travel funding for students who travel to conferences to present papers.

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

A review of the Graduate Catalog 2011-2013, a Doctoral Degree Plan document, and collaborative agreements between the institution and others involved in the Federation of North Texas, and those involved with the PhD in Nursing Program, indicate that at least one-third credits toward a graduate or post-baccalaureate degree are provided by TWU.

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

An examination of the current Graduate Catalog and all the post-baccalaureate program handbooks and policies indicates that the institution clearly defines and publishes requirements for its post-baccalaureate degree programs and that they conform to accepted standards and practices for degree programs.
3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines “Faculty Credentials.”) (Faculty competence)

TWU uses CIP codes to match the professor’s degree in a discipline with the courses they are teaching. At TWU, the Associate Provost for Institutional Improvement is responsible for monitoring faculty credentials. An approval process that determines the acceptability of faculty credentials begins with the hiring of new full-time and part-time faculty and ends with qualified faculty appearing on the list of approved CIP relationships.

The Off-Site Reaffirmation Committee sampled a significant number of faculty from the Faculty Roster of the institution. The sample was representative of all curricular areas and levels.

The On-Site Reaffirmation Committee reviewed additional documentation provided by the institution for all faculty for whom qualifications were questioned by the Off-Site Committee. Additionally, the On-Site Committee reviewed the qualifications of another sample of the faculty listed on the SACS Faculty Roster Form and requested additional information to support a careful analysis of the faculty qualification in relation to the courses being taught. The institution has not sufficiently justified the qualifications of several faculty members to teach the courses assigned (see attached Faculty Roster). The institution is not in compliance on this standard.

The Committee recommends that the institution employ competent faculty members qualified to accomplish the mission and goals of the institution in the post-baccalaureate areas of Kinesiology, Music, and Management (see attached Faculty Roster). (Recommendation 7)

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

All faculty, including part-time and graduate teaching assistants, at TWU undergo an annual performance evaluation. Guidelines for the process can be found in a number of online sources published on the University website: The Faculty Handbook, Texas Woman’s University Policy Manual, Board of Regent’s Policy, and the Graduate Council Policy. Full-time faculty also participate in tenure and post-tenure review processes. TWU utilizes the Individual Development and Educational Assessment System (IDEA) for student evaluation of instruction. IDEA allows the institution to assess teaching effectiveness by including the evaluation of student learning outcomes (SLOs) in the process.
3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

The Academic Strategic Plan 2011-1014, Appendix IX in the Faculty Handbook, and the University Policy Manual (Sec. 5.01: Faculty Development Leave) demonstrate that the faculty are engaged in professional development. Other documentation that is equally compelling was presented in the Compliance Report.

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

A review of the numerous documents supplied by TWU to support compliance with this standard reveals that the university does have adequate safeguards that protect academic freedom. The most germane of these documents are the University Policy Manual’s Statement on Academic Freedom; the Board of Regents policies related to academic freedom, the Faculty Senate document Standing Committee Membership 2011-2012, and Promotion and Tenure Guidelines. The establishment of a faculty Ombudsperson further safeguards and protects academic freedom by providing faculty a means for voicing complaints seeking information and referral, and resolving conflicts.

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

The institution has provided ample evidence to support compliance with this standard. The most germane include the Faculty Handbook, university policy formulation policies, academic freedom policies, faculty senate documents, curriculum committee documents and documentation, including minutes, from the Graduate and Undergraduate Councils.

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

The institution provides a variety of facilities and learning/information resources at its three campus sites and for distance education that are appropriate to support its teaching, research, and service mission. The On-Site Reaffirmation Committee’s review of documentation, including the Library’s mission statement, the agreement between the institution and the Houston Academy of Medicine-Texas Medical Center Library, and the library/learning resources provided through virtual means via the library website and the Blackboard course management system, indicates that the institution’s learning/information resource facilities are configured to meet the needs of students enrolled in the institution’s various academic programs.
Furthermore, the strategic planning documents, the LibQUAL+® 2010 survey results, and the Texas Library Snapshot Day user comments provide evidence that the institution utilizes user input to assess and improve library space and resources to enhance the learning experience. Additional learning/information resources, including the Mathematics and Technology Success Center, the Science Learning Resource Center, the Write Site, and technology enhanced classrooms and labs, are described in the responses to CR 2.10, CS 3.4.9, and CS 3.4.12.

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

The institution provides a wide variety of instruction in the use of library and other learning/information resources at all campuses and for distance learning and uses various means to assess and improve these instructional efforts. Methods include orientations, individual instruction both in-person and virtual, class instruction, workshops, and web-based instruction. Delivery mechanisms include lecture classes, hands-on learning, and web-based materials such as interactive tutorials. All students can take advantage of *Doing Research*, the four-part library-created online tutorial which has received national recognition through the PRIMO (Peer-Reviewed Instruction Materials) award from the American Library Association.

Since 2007, information literacy instruction has been incorporated into all sections of the first-year UNIV 1011 course, and since 2009, similar instruction has been designed for Computer Science (CSCI 1403) and English (ENG 1023) courses. In addition to instruction provided at the Denton campus and through the Library website, information literacy programs for the health sciences disciplines at the Dallas and Houston Centers were described in documentation reviewed by the Committee.

To support discipline-specific instruction, subject guides have been created for each of the thirty-three disciplines taught at TWU, using the LibGuides platform (which allows for multimedia content, dynamic revisions, and 24/7 web-based access). Additional support for online learning is provided through faculty/librarian collaboration to embed librarians in Blackboard courses to offer personalized and course-specific instruction. Information literacy instruction is assessed regularly through a variety of qualitative and quantitative means based on best practices, including data on usage and participation, student learning outcomes measurements, and student and faculty evaluations.

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

While the institution provides a sufficient number of qualified librarians and a sufficient number of other professional and support staff in the Library, the Off-Site Committee was not able to determine the academic qualifications and
experience of the non-librarian professional and support staff, either in the Library or for other learning/information resources sites, because they were not listed as requested on the Summary Institutional Form. The librarians possess appropriate academic credentials (a graduate degree in library and/or information Science), as indicated on the Summary Institutional Form. In addition to the 19 qualified librarians, this form also lists a Coordinator of the Woman’s Collection, with a master’s degree in Women’s Studies.

Since the Summary Institutional Form did not indicate the librarians’ speciality areas or sites, the Off-Site Committee referred to the organization chart and the library website for confirmation. An examination of the Library organization chart indicates an adequate distribution and number of librarians and other professional and support staff (49 total) for the specified (and expected) range of functions, but the breakdown of staff positions shown in the organization chart is different from what is given in the Library response. Staffing levels appear adequate in terms of the comparison data from the USDOE Academic Libraries Survey and the satisfaction levels indicated in the LibQual survey data. Since there is no mention of faculty rank, it is assumed that the librarians are professional staff. Librarians and support staff are evaluated annually through the University’s performance evaluation system, as described in Operating Policy and Procedure 50.01. There is support for professional development opportunities and support (both external and internal) that are typical for academic libraries.

The On-Site Reaffirmation Committee reviewed additional documentation provided by TWU including an updated Organization Chart that indicated the functional responsibilities of the library’s staff; updated Summary Institutional Forms which added the functional responsibilities of each librarian and a direct link to his or her curriculum vitae; and the number of FTE student assistants who work in the libraries. An interview with the Dean of Libraries provided further clarification on staff roles and responsibilities. Based on this additional information, the number and qualifications of the library’s staff are sufficient to meet the needs of the institution.

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

(Student rights)

The institution publishes a clear and appropriate statement of student rights and responsibilities through a number of channels. The Student Handbook (p. 154) presents a clear statement of student and student organization rights and responsibilities. Included in this statement is the right to areas of campus conducive to study and inquiry; the right to inquire about and recommend improvements in policies, regulations, and procedures affecting students; the right to a fair hearing when charged with violations; the responsibility to be fully acquainted with institutional regulations and following them properly; the responsibility for respecting the rights and property of others; the responsibility for knowing that student conduct reflects on the institution and will be judged accordingly; and the responsibility to help maintain a safe environment by
reporting suspicious, inappropriate, or dangerous behavior to the proper authorities.

TWU's Undergraduate and Graduate Catalogs echo the rights laid out in the Student Handbook (pp. 105-06 and p. 58, respectively). The Student Code of Conduct also echoes the rights and responsibilities of students as laid out by the Student Handbook. The Student Code of Conduct is published on the Student Life Office’s website.

The Residence Life Handbook expands the rights and responsibilities of students living on campus. These rights include the right to a reasonably noise-free environment within one’s own living space, the right to sleep, the right to one’s personal belongings, the right to a clean environment, the right to have grievances heard, the right to be free from fear, the right to personal privacy, and the right to host guests.

The Student Life Office publishes rules to protect academic integrity on their website. Academic dishonesty is defined as cheating, plagiarism, collusion, fabrication, falsification, falsifying academic records, or other acts intentionally designed to provide an unfair advantage to the students, and/or the attempt to commit such acts. In handling cases of academic dishonesty, faculty members must follow the proper procedures for filing a report.

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

The Office of the Registrar publishes student rights as set out by the Family Education Rights and Privacy Act on their website. FERPA training is also mandated for TWU employees.

Policy 2.06 of the University Policy Manual outlines policies to ensure that necessary records and documents are adequately protected and maintained and ensure that records no longer needed or of no value are discarded at the appropriate time.

Policy 9.09 of the University Policy Manual establishes rules for the creation, safeguarding, termination, and reclamation of TWU user authentication mechanisms, while maintaining a balance between security and employee productivity.

Policy 9.05 of the University Policy Manual provides criteria regarding minimum security for Application Service Providers. This criterion involves general security, physical security, network security, host security, web security, and cryptography.

Policy 9.18 of the University Policy Manual provides a foundation for the development and implementation of necessary security controls to protect information according to its value and/or risk. Security standards include document marking, release procedures, privacy, transmission requirements,
printing protection, computer display protections, storage requirements, destruction methods, physical security requirements, access controls, backup requirements, transport procedures, encryption requirements, and incident reporting procedures.

Policy 9.15 of the University Policy Manual establishes standards for the base configuration of internal server equipment that is owned and/or operation by TWU. Included in this policy is the outlining of appropriate procedures for backing up important data. All security related logs are kept for at least one week, daily tape backups are retained for at least one month, weekly tape backups are retained for at least one month, and monthly backups are retained for at least two years. In Policy 9.15, TWU states its intention to backup data, but does not include information that explains the nature of backed up data and does not explicitly state whether the data is backed up onto an external drive.

The institution also provides standards for third party contractors who have access to TWU data. These standards protect the integrity, availability, and privacy of data that may be sensitive or confidential.

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

The On-Site Reaffirmation Committee could not confirm that TWU has a qualified Student Affairs Staff.

Job descriptions for staff positions are clear and appropriate, and performance evaluations occur on a regular basis. The Student Life Division also holds an annual training retreat which outlines the State of the Division as well as upcoming yearly programs and projects.

Upper level administrators, including the Student Life Vice President, the Associate VP of Student Life, the Associate VP of Enrollment Services, and the Dean of Students are all appropriately qualified. However, the Off-Site Committee could not determine the qualifications of other student life staff, nor could it determine if the division employs a sufficient number staff to meet the needs of the student body.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance. Resumes for senior level administrators and directors were carefully reviewed to include educational attainment and levels of experience relevant to the field. Job descriptions were provided and reviewed at the director and senior administrator levels. The institution provided documentation of professional affiliations and certifications maintained by the student affairs staff. A review of the Student Life Division organizational chart and the Division of Student Life Summary, in addition to interviews conducted with the Vice President for Student Life and the Dean of Students, indicate the institution employs a sufficient number of staff to meet the needs of the student body in direct support of the mission of the institution.
3.10.1 The institution’s recent financial history demonstrates financial stability. *(Financial stability)*

A review of the prior three years financial statements as well as the narrative provided for this section indicates the institution meets the requirement to demonstrate financial stability. Although their current ratio declined from 2009 to 2011 from 3.17 to 2.54, their ability to manage current obligations of one year or less is strong. During this same period their net assets increased by $52,259,440, their ratio of receivables to deferred revenue declined, and their gross revenue increased; all of which are positive indicators of financial stability. Additionally the enrollment trend is strong with growth over the past 10 years at all campuses. The Financial Statements for the year ending August 31, 2012 affirmed a history of financial stability.

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

TWU provided documentation that the federal financial aid programs are audited in accordance with federal regulations. Although the specific requirements in the federal regulations were not cited in evidence, the Off-Site Committee has a general knowledge of the federal requirements. The documentation provided consisted of the Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2011, TEXAS. TWU was cited for two minor issues but the overall audit indicated compliance.

Direct information on the audit requirements for the state financial aid programs was not provided and the most recent audit provided was for the fiscal year ended August 31, 2009. Based on the lack of information provided on the specific requirements in Chapter 321 of the Texas Government Code, the Off-Site Committee was not able to determine compliance.

The institution provided the On-Site Reaffirmation Committee with copies of the state audit environment including Chapter 321 of the Texas Government Code. There were no reportable findings. The On-site Affirmation Committee interviewed the Internal Auditor and the Director of Financial Aid. The interviews affirmed that the institution has an ongoing system of risk assessment and audits from the Internal Auditor for the TWU Board, Texas State Auditor's Office, as well as the Texas Higher Education Coordinating Board. This includes the A-133, efficiency audits, and federal audits.

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

TWU’s narrative, procedural evidence, and personnel resumes indicate that there is an effort to exercise control over all its financial resources. The design of various processes has taken into account the necessity for the separation duties that build in an appropriate level of checks and balances.
However, there was no evidence cited from their Internal Audit unit or an external audit verifying that the controls were in fact working as intended. The Off-Site Reaffirmation Committee understands that the State of Texas audit environment does not provide this level of detail, but a review through other means could provide reasonable assurance and evidence that proper controls are in place and operating as intended.

The On-Site Reaffirmation Committee for Reaffirmation reviewed 16 Internal Audit reports provided by TWU's Office of Internal Audits that demonstrate testing and verification of institutional controls. These audits provide assurance that controls are functioning and recommendations lead to improvement. The On-Site Reaffirmation Committee interviewed the Internal Auditor as well as the Vice President for Finance and Administration and confirmed that a system of ongoing controls is in place. The institution has a system that provides ongoing controls for budgets, compensation, tuition & fees, capital, investments, and debt as well as verification of controls and compliance through periodic audits.

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

TWU has adequate procedures in place from proposal inception through post-award accounting. Multiple approvals are required at various steps in the life of the externally funded or sponsored research and programs. The collaborative effort between the ORSP and the Controller’s office on post-award accounting appears adequate to ensure appropriate separation of duties in the post award environment.

However, no evidence was provided to the Off-Site Reaffirmation Committee to indicate that the designed processes and procedures were being followed. The Single Audit evidence in the folder for CS 3.10.4 did not indicate that TWU was one of the entities being audited and therefore the assurance given in the audit could not be applied to TWU. There was no report from the TWU Internal Audit unit.

The On-Site Reaffirmation Committee reviewed three example Internal Audit reports completed by the TWU Office of Internal Audits that demonstrate a system of periodic testing and assurance of processes designed to ensure appropriate compliance with institutional procedures for the management of externally sponsored programs. The On-Site Committee interviewed the Internal Auditor to confirm a system of risk assessment which leads to audits of identified risks including sponsored research, time and effort, and compliance with relevant rules and regulations.

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

TWU has policies and procedures in place to ensure that the environment exists to allow for the appropriate control over all its physical assets. Internal audits of the Property and Surplus, Custodial Services, and Work Orders, indicate that the
policies and procedures are being followed. The deferred maintenance program is adequate to identify and address the institution’s needs in this area.

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

TWU has policies and procedures in place which provide an opportunity to create a healthy, safe and secure environment. An audit by the State Office of Risk Management indicates that TWU has developed many good occupational health and safety programs, training programs, and a proactive university safety committee. The extensive evidence file gives adequate examples of the policies, procedures and committee minutes to support their reported compliance. The narrative provided by TWU indicates a robust program of risk management including both proactive and reactive processes.

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

TWU has sufficient space to serve the current needs of the institution’s educational programs, support services, and other mission related activities. The data provided indicates that in most areas TWU has less square feet per student FTE than its peers for total academic space, teaching space, office space, library space, and research space. TWU has slightly more square feet per student FTE than its peers in support space. The data also show that TWU is an efficient user of space, but that there is some additional opportunity to increase the use of available space.

Continued growth in the student population on the Denton campus will likely necessitate additional space to meet the increased demand. The growth trend also indicates that it would be helpful to fully update the Campus Facilities Master Plan since the last complete update was in 2004. There is an adequate system of information gathering to keep the administration apprised of the campus’ perception of the facility needs.

The On-Site Reaffirmation Committee reviewed documents, toured facilities, and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Committee toured the Blagg-Huey Library, Pioneer Hall, and the Ann Stuart Science Complex, Multipurpose Classroom Laboratory and conducted interviews with faculty, students, and administrators that support the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes. (See the Commission policy “Substantive Changes for Accredited Institutions.”) (Substantive change)
In August of 2012 TWU established a University policy that defines substantial changes and assigns the TWU SACSCOC liaison the responsibility to keep University administrators up to date on any changes in Commission substantive change policies, assessing proposed changes within the University to determine if they are substantive, and communicating to SACSCOC those changes that are substantive. The University provided evidence of a substantive change proposal that was sent to SACSCOC in October 2009 and the correspondence with SACSCOC that resulted in the June 2010 approval of the change.

3.13.1 The institution complies with the policies of the Commission on Colleges. (Policy compliance)

*3.13.1. “Accrediting Decisions of Other Agencies”

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

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

The Off-Site Committee’s review of the TWU Fact Book 2012 (p. A-17) published by the Office of Institutional Effectiveness and Research and the Graduate Catalog 2010-2012 (p. 12) demonstrates that the institution identifies SACSCOC as a primary accrediting agency and publishes a list of the organizations with which the institution’s academic programs hold accreditation. However, the institution failed to provide evidence of the date of most recent review by each agency or describe any actions taken as a result of reviews. Furthermore, the institution failed to provide copies of a sample of statements used to describe the institution to varying accreditation bodies. Finally, the institution failed to provide evidence to the committee that identifies any agencies along with dates and reasons, that have terminated accreditation with the institution or its programs, or alternately, agencies with which the institution has voluntarily terminated accreditation, along with dates and reasons.

The On-Site Committee reviewed additional documentation provided by the institution, including a list of organizations that accredit, approve, or certify programs and the date and status of the last review. All programs listed were approved or accredited during its most recent review with the exception of the Specialist program in School Psychology which is conditionally approved by the National Association of School Psychologists (NASP) through December 31, 2013. The institution will submit a report by early fall to address the conditions
specified by NASP.

To ensure consistency in how it describes itself in its self-studies, the institution has established a review process and provided evidence of how the process works. The On-Site Reaffirmation Committee also reviewed a sample of statements from recent self-studies that demonstrate consistency in describing the institution’s mission.

The institution provided information about a lapse of accreditation of its Master’s in Family Therapy program by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2004 because of two unmet standards related to a lack of documentation of external evaluations of the program. The institution chose not to appeal the lapse.

3.13.2 “Collaborative Academic Arrangements: Policy and Procedures”

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

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

A review of documents related to the Federation of North Texas Area Universities, the Family and Consumer Sciences Distance Education Alliance, 3+2/Dual Degree programs available with the University of North Texas and the University of Dallas, and the Collin Higher Education Center demonstrate that the University maintains and submits to SACSCOC the signed final copies of agreements establishing academic collaborative arrangements with other institutions. However, no discussion was presented in the Compliance Report and few examples were presented in the materials provided to the Off-Site Committee that show policies and procedures related to the institution’s review and determination of compliance with all standards applicable to the provisions of the agreements.

Since the Compliance Report was submitted, the institution has established a policy on Collaborative Academic Arrangements, signed by the President in February 2013.

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

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

Review of TWU’s Student Handbook (pp. 157-162) which outlines student complaints, and Graduate and Undergraduate Catalogs (pp. 5 & 7) indicates that TWU has adequate procedures for addressing student complaints. The procedures appear on TWU’s website. TWU also gives sufficient evidence of complaint record maintenance with their Log of Complaints and Appeals. The Chart of Complaints and the Flow Chart of Appeals also provides sufficient evidence that there are specific individuals and offices that are responsible for receiving and recording complaints and those proper and specific elements of the complaints are included.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Committee. The institution provided documentation on specific complaints, resulting actions taken regarding complaints, and evidence that it maintains records of complaints at the undergraduate and graduate levels. Complaint and appeals policies and procedures are clearly outlined in the print and online versions of the TWU Student Handbook, Undergraduate and Graduate Catalogs. A review of the Log of Complaints and Appeals provides sufficient documentation that procedures are in place for receiving and recording complaints. Interviews with the Vice President for Student Life, Dean of Students, and students further confirm that the institution has clear and accessible complaint policies and procedures, and maintains records of complaints.

3.13.4. “Reaffirmation of Accreditation and Subsequent Reports”

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

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

The Off-Site Reaffirmation Committee found that a review of distance learning programs was included in appropriate sections in the Compliance Certification. The narrative for CS 3.13.4.A notes that distance education is integrated into TWU’s educational programs. The Institutional Summary Form lists 19 programs that are 100% online and 14 programs that are more than 50% but less than
100% online. The response to CS 3.3.1.1 covers assessment of educational programs, including examples from distance learning programs. Online and hybrid programs at the bachelors, masters, and doctoral levels were included in examples of Academic Institutional Improvement Assessment Plans, program-level student learning outcomes, and program review results.

The On-Site Reaffirmation Committee reviewed documents in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role in that system.

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

Not applicable

3.13.5. “Separate Accreditation for Units of a Member Institution”

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

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

Not applicable

3.13.5.b. Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.
Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response required by the institution.

Not applicable

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

The institution publishes its accreditation status with SACSCOC with all of the appropriate information about SACS on the web page of the Office of the Chancellor; in the print versions of the 2010-2012 Undergraduate and Graduate catalogs; and on the Institutional Improvement web page, which also included additional information about its accreditation and SACSCOC annual meetings.

D. Assessment of Compliance with Section 4: Federal Requirements

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

The On-Site Reaffirmation Committee confirmed that TWU evaluates student achievement through retention and graduation rates, professional exam results, and job placement rates in accordance with their mission. The institution reports retention and graduation rates for undergraduate students; one-year retention rates for full-time, first time-in-college students; and retention and graduation rates for master’s and doctoral students annually to the Board of Regents and to the Texas Higher Education Coordinating Board. The results are also published in TWU’s annual Accountability Report.

The Academic Strategic Plan at TWU sets a goal of measured and planned growth that is intended to promote student success. As a result of the data collected by Enrollment Services on first-year cohorts, TWU formed an Admissions Committee which has established a partnership with the College Board to study the indicators that determine how successful a student will be in the first year. In the fall of 2012, College Board data will be examined to determine the first cohort year persistence rate. The State has called on all public institutions to provide information about student progression to include enrollment, retention, graduation, and course completion. The TWU six year graduation rate is in line with the State of Texas average.

Based on the data collected, TWU has made changes in its processes (Success-Based Admissions) or it has created programs that promote student success. To that end, the University has established a Scholarship Tracking and Review System (STARS) which is an electronic system that assists with strategically
awarding merit based scholarships to help attract and retain talented students. For students who are having difficulty with their studies, the institution has implemented an Early Alert system that contacts an individual via email when grades are falling. The Graduate School has created a retention tracker to allow for a more accurate picture of graduate enrollment. TWU also indicated that the Texas Higher Education Coordinating Board (THECB) is working with the Texas Workforce Commission to track gainfully employed graduates of public institutions in the State; TWU presents a chart indicating findings.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Reaffirmation Committee reviewed evidence that the institution evaluates its success with respect to student achievement in relationship to its mission. To evaluate its success, TWU uses a variety of data including graduation rates, student retention data, student and alumni performance on external examinations (including licensing exams), graduation surveys, and job placement rates.

In addition to a review of the documents provided to the Off-Site Reaffirmation Committee, the On-Site Reaffirmation Committee members met with a group of Department Chairs as well as the Associate Provost for Institutional Improvement to discuss the use of achievement data in evaluating student success. The Associate Provost for Institutional Improvement described the reporting process related to student achievement as one designed for “continual monitoring” as oppose to “batch” processing. The Office of Institutional Improvement has moved to the use of dashboard systems and a focus on trend data. This focus on trend data is a priority for the Office of Institutional Improvement and has changed the way the office provides data to the Departments. The Chairs praised recent changes to the way achievement data is presented to them, indicating that they find the data useful and looked forward to continuing to receive the data in its new format.

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

The curriculum at TWU is consistent with the mission and goals set forth in University publications. Each degree program at TWU is required to develop a plan to demonstrate curriculum/mission statement compatibility. Practices and procedures at the University keep the alignment of curriculum and mission in the forefront of academic policy development. Faculty governance structures- the Undergraduate and Graduate Councils and the Curriculum Committee –are responsible for curriculum oversight, recommending policy changes, and reviewing changes in program/course proposals. The Texas Higher Education Coordinating Board (THECB) ensures that TWU programs are aligned with its mission through: a) the program approval process, b) academic program reviews, and c) THECB guidelines established for curriculum management.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the
findings of the Off-Site Reaffirmation Committee. In meetings with the Provost and Vice President of Academic Affairs, Deans, Chairs, and faculty members, it was verified that the curriculum at TWU is related to the mission and goals of the university. Programs support the mission of TWU in its tradition as a public institution primarily for women as students are educated to lead personally and professionally fulfilling lives. It was noted in interviews that many students are first generation college students and their college education opens great potential and possibilities for them. Also verified was the faculty members’ deep commitment to students’ academic success.

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

The Student Handbook, the Undergraduate and Graduate Catalogs, and the institution’s website show that the institution regularly publishes and widely distributes important information such as current academic calendars, grading policies, and refund policies. In particular, the website’s Google Custom Search gives quick and easy access to students and other public constituent information about the institution’s academic calendars including final exams, refund policies and processes, and information about absences, drops, and withdrawals from courses. Finally, specialized information is readily available to constituents through the website and other publications about grading policies and dispute resolution processes related to transfer equivalency, for example, or for the student complaint process in distance education.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The print and online versions of the Student Handbook, Undergraduate and Graduate catalogs clearly outline important institutional information to include academic calendars, grading policies, and refund policies. Links to these policies are cross-linked. Interviews conducted with students confirm that institutional academic calendars, grading policies, and refund policies are clear and accessible.

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

TWU provided evidence to support compliance with this standard. The most salient of these are the Undergraduate and Graduate Catalogs 2011-2013 and Texas Educational Code 61.0515.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. In a meeting with the college deans, the On-Site Committee confirmed that all undergraduate programs require 120 hours, with a small number of state-approved exceptions where the program requires more than 120 hours. These include the BA in Visual Arts (with all-level art certification), 121 hours; BA in Music (with all-level teaching
certificate in music), 134 hours; and BA in Music (music therapy track), 138 hours.

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

Review of TWU’s Student Handbook (pp. 157-162) which outlines student complaints, and Graduate and Undergraduate Catalogs (pp. 5 & 7) indicates that TWU has adequate procedures for addressing student complaints. TWU also provided evidence that such policies and procedures are followed in their Log of Complaints and Appeals.

The University Policy Manual (Policy 1.18) provides guidance for students initiating academic or administrative complaint and appeal procedures. The institution resolves to give prompt attention to complaints and provide an adequate internal review of all complaints.

The TWU Department of Public Safety also provides students with the proper procedures for filing complaints for racial profiling and for parking and motor registration. Furthermore, appeals procedures for parking tickets are outlined as well.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. A review of the online and print versions of the Student Handbook, University Policy Manual, and Log of Complaints and Appeals confirms that TWU publishes policies for addressing student complaints and provides documentation on records resulting actions. A review of documented academic and administrative complaints and appeals at the undergraduate and graduate levels confirm procedures are in place for recording of complaints and resulting actions. Additionally, the institution provides students with information regarding primary points of contact for complaints and appeals. Interviews conducted with the Vice President for Student Life, Dean of Students, and students further confirm the institution has adequate procedures for addressing written student complaints.

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

Review of TWU’s ViewBook, Open House Presentation, Informational Slideshow, and webpage shows that TWU accurately represents their practices and policies in published materials. TWU’s ViewBook is a recruitment booklet that includes information on courses of study, Open House, colleges within TWU, admissions, and housing. There is a specific ViewBook for potential freshmen, transfer students, and graduate students. The Open House Presentation is a recruitment slideshow that focuses on campus life and the academic aspects of TWU. The
Informational Slideshow is a presentation that focuses on general information, including the academic rankings and unique aspects of TWU.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. In addition to the above listed documents, the On-Site Reaffirmation Committee reviewed the university newsletter TWUTimes and the rest of the website for Future Students. This website and its materials were easily accessible, well organized and thorough. Students were interviewed who were positive about the institution’s recruitment materials and website thus supporting the institution’s case for compliance.

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

Along with other information, the documentation provided consisted of the Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2011, TEXAS. TWU was cited for two minor issues but the overall audit indicated compliance. Based on the narrative and additional evidence submitted, the institution appears well positioned to continue compliance.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Reaffirmation Committee reviewed the Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2011, Texas and conducted interviews with the Director of Financial Aid as well as the Internal Auditor to verify the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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

The Division of Academic Affairs, through the Office of Distance Education and the Office of Technology, has the overall responsibility for the enforcement of provisions covered in FR 4.8.1, .2, and .3. TWU uses a secure and unique login and pass code for each student who logs into
online courses via Blackboard to verify that a student who registers for a
distance education course is the same one who participates and
completes the course. By logging in to Blackboard, students
acknowledge agreement with applicable TWU policies and guidelines,
which include the Student Code of Conduct and the Computer and
Software Acceptable Use Policy. The DE Policies and Guidelines on the
Distance Education webpage inform students of academic integrity
policies and provide links to relevant policies.

The On-Site Reaffirmation Committee reviewed documents and
conducted interviews in support of the institution’s case for compliance
and affirms the findings of the Off-Site Reaffirmation Committee.

Interviews with the Director of Teaching & Learning with Technology (the
former Office of Distance Education) and an Associate Professor from the
Department of Teacher Education in the College of Professional
Education noted that there are very few multiple choice exams in their
online courses and that online student to teacher interactions are frequent
enough for the teacher to identify the writing styles of individual students
allowing the professor relative confidence in the identity of the participant.
Where there may be doubt of plagiarism, tools such as Turnitin are
available.

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

The institution has a written procedure for protecting the privacy of all
students, including those enrolled in to distance education. The written
policy and procedure is based on FERPA guidelines. The Computer and
Software Acceptable Use Policy also address privacy issues and student
responsibilities.

The On-Site Reaffirmation Committee reviewed documents and
conducted interviews in support of the institution’s case for compliance
and affirms the findings of the Off-Site Reaffirmation Committee.

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

Since TWU does not charge additional student fees for verification of
student identity, no specific written procedure is distributed at the time of
registration or enrollment, other than the normal notification of all fees at
the time of registration.

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

The institution has a published definition of a credit hour that is consistent with national and accepted standards. They provide an approval process for courses which are taught on-line or in hybrid format to ensure equivalency to a face-to-face class.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The institution provided evidence that its policies for determining how credit hours are awarded are in place and are consistent with accepted practices in higher education. Procedures for approving online and hybrid courses to ensure that they are consistent with their traditional counterparts are also documented.
E. Additional Observations regarding strengths and weaknesses of the institution. (optional).

From the Off- and On-Site Reaffirmation Committees: The Compliance Certification Report was well-presented, well-documented, and easy to navigate.

The On-Site Committee expressed concern regarding the lack of coordination of the assessment process for community and public service within TWU’s mission and what that lack of coordination means for what TWU can conclude from its findings. TWU appears to have an opportunity to enhance coordination as part of its overall restructuring of the previous Office of Institutional Effectiveness.
Part III. Assessment of the Quality Enhancement Plan

A. Brief description of the institution’s Quality Enhancement Plan

Texas Woman’s University’s Quality Enhancement Plan *Pioneering Pathways: Learn by Doing* will engage students in a range of experiential learning activities focused on enhancing the success of students to live, work, and lead in a diverse and complex world. Experiential learning opportunities will include internships, service learning, civic engagement, and scholarly and creative activities that support pre-professional development and increasing persistence and graduation among underrepresented minority groups at TWU. Student programs will include pre-professional development through face-to-face and online workshops, as well as an annual student showcase; an Experiential Student Scholar program that will include faculty and peer mentors and experiential research projects; and initiatives targeting at-risk students.

B. Analysis of the Acceptability of the Quality Enhancement Plan

1. **An Institutional Process. The institution uses an institutional process for identifying key issues emerging from institutional assessment.**

   The On-Site Reaffirmation Committee recognizes the efforts taken by TWU to use an inclusive process for identifying and selecting the QEP topic. The QEP document clearly articulates institutional need and outlines the varied types of input received from the TWU and local communities. The use of multiple engagement strategies resulted in a large amount of feedback from a wide array of constituencies. The QEP Committee synthesized the input from the various stakeholders and incorporated it in a systematic way to narrow down and ultimately select the QEP topic.

2. **Focus of the Plan. The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.**

   The QEP topic is clearly related to TWU’s mission and connected to its strategic plan. TWU did an excellent job of casting a wide net, getting the campus involved, and then narrowing their QEP options down to a few, and finally to one topic of experiential learning. In that sense it was a focused process. Their ultimate choice is also quite focused, in the sense that it is "all" about experiential learning. TWU's unique student population and institutional focus on student success and persistence and retention is also well connected to and supported in experiential learning literature. However, the plan as submitted was still broad and in many ways lacked specificity. An effort appeared to have been made to try to include all forms of experiential learning. Following discussions with the Interim Director, the Executive Committee, and the Advisory Council we would advise that the institution to consider narrowing the focus to developing new academic experiential learning activities, and excluding various forms of volunteerism.
3. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.

Twu has assigned qualified individuals to administer and oversee the QEP’s implementation. In fact, the Committee was impressed by the enthusiasm and commitment of the Interim QEP Director, as well as the structure and involvement of the Advisory Committee. However, given the broad-based scope of the QEP, the On-Site Committee feels that Twu has not provided evidence for sufficient financial and personnel resources to initiate, implement, sustain, and complete the QEP. Additionally, the timeline does not include enough details due to the lack of benchmarks and specificity in the implementation plan.

4. **Broad-based Involvement of Institutional Constituencies.** The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.

It is clear that the institution had broad-based involvement of the university community in the development of, and proposed implementation of the QEP. There is evident enthusiasm across the institution for the topic of “Learn by Doing”, and excitement about the significant impact this initiative will have on students and the Twu community. The institution did an exceptional job of identifying the topic for their QEP. The topic selection process began in 2010, and engaged a cross-section of the campus community. Faculty, staff, students, alumnae, and community members were included in this process. The QEP Advisory Committee provided broad-based involvement from faculty, students, and administrators in the development of the QEP and will be reconstituted as the QEP Advisory Council for the implementation of the plan. This will ensure continued input from various constituencies important to the success of the QEP. Additionally, this structure is consistent with other advising councils at Twu, giving the QEP additional legitimacy and authority as an important institutional priority.

5. **Assessment of the Plan.** The institution identifies goals and a plan to assess the achievement of those goals.

The Quality Enhancement Plan as originally provided to the On-site Committee, identified three student learning outcomes and two institutional outcomes. The Committee was initially concerned about the nature of the student learning objectives and the manner set forth to assess the outcomes. The original objectives appeared broad and focused on process as opposed to student learning outcomes. Given that objectives drive the assessment plan, the assessment plan also appeared to be broad in scope and to lack specificity. However, the On-Site Reaffirmation Committee was excited to hear members of the Twu community discussing possible revisions to the objectives that would narrow the focus of the QEP and also more clearly communicate the intended student learning outcomes as opposed to the original objectives’ focus on process. Upon review of the original document, the Committee was also concerned regarding the sustainability of the proposed assessment plan given the heavy human resource costs associated with the proposed methods and the
oversight of experiential learning courses that could undermine instructional goals in individual courses. Again, the Committee believes that the proposed revisions to the objectives will provide an opportunity for the development of a more sustainable assessment plan.

C. Analysis and Comments for Strengthening the QEP

Analysis of Strengths of the QEP

The On-Site Reaffirmation Committee commends the QEP Advisory Committee for its thoughtful and collaborative work developing a promising QEP, particularly in the following areas:

- The institution engaged in a well-designed and inclusive process for selection of the topic that also has direct connection to the institution’s mission and goals.

- Persuasive research was presented on the value of experiential learning to help influence persistence and graduation, and overall student success and engagement, which clearly connects and supports TWU’s institutional needs.

- The structure and diverse representation on the QEP advisory council will assure sustained involvement over time.

- The institution has identified a capable and effective leader as the proposed QEP director.

- The topic clearly builds on a history of experiential learning at TWU, which already seems widespread in many disciplines in the form of practica, internships, clinical experiences, and some service-learning although these activities are not supported centrally. With an institutional motto, the concept of “learn by doing” is part of the institutional history and culture.

- The creation of the Pioneer Center with a Pioneer Center Director who will collaborate with the Director of Academic Success and encourage better alignment between resources and programs to support student success.

- The collaboration between academic affairs and student life in support of the QEP is a strong indicator of the viability and institutional commitment to the QEP. Additional connections to Career Services and other programs in Student Life serving commuter and non-traditional students will open many opportunities to provide additional support and partnerships in the development of the QEP.

- Students are clearly well-informed and enthusiastic about the QEP topic, and Regents are fully informed and supportive.

Suggestions for Strengthening the Plan

The On-Site Reaffirmation Committee offers the following suggestions for strengthening the QEP.
Focus of the Plan

- The definition of experiential learning in the current plan is quite broad, and subsequently lacks focus and specificity. The Committee strongly recommends narrowing the types of experiential learning activities that will be supported by the QEP in order to ensure that there are sufficient resources to support the development of quality experiences for students, faculty, and partners, and to clarify the plan’s details. Additionally, this lack of focus and specificity in the plan could lead to a variety of issues in implementation and assessment, such as tracking a broad range of experiential learning activities, assessing the quality and effectiveness of different types of experiences, providing suitable faculty development programs, educating community partners, and allocating resources and support programs effectively across such a broad range of experiences.

- It is relatively easy to see how a faculty member would initiate an experiential learning activity within a single course, or how a department might introduce such an activity as a requirement in the major. It is less straightforward to imagine how a student organization or interdisciplinary group (such as pre-medical students) could initiate such an activity for academic credit. The On-Site Reaffirmation Committee strongly suggests that the institution initially limit QEP projects to those that would be embedded in a course or academic experience, and delay other activities until it has defined ways beyond course credit in which QEP project participation could be recognized.

Broad-Based Involvement

- The On-Site Reaffirmation Committee suggests soliciting input and engagement of alumni in the implementation of the plan, such as the addition of an alumni representative on the QEP Advisory Council.

- Interviews revealed that the surrounding community has concerns about its capacity to respond to additional requests for experiential learning placements. This is a significant issue to consider when developing appropriate institutional benchmarks and when further determining the scope of the QEP. Creating positions on the Advisory Council for external partners is strongly suggested in order to solicit additional input from community partners. The On-Site Reaffirmation Committee recognizes that the university has a strong history of academic partnerships in the K-12, business, and non-profit sectors, as well as leadership in this area through the Associate Provost for Undergraduate Programs and Academic Partnerships. Given that Goal 3 of the QEP focuses on cultivating and strengthening partnership for experiential learning, the Committee suggests considering additional ways to include community viewpoints in the implementation of the QEP.

Institutional Capacity

- The proposed QEP has many components and a broad range of valuable experiential learning activities, which could present a managerial and coordination challenge. This is especially a concern given the number of potential faculty who are expected to participate in the QEP, number of potential courses that will embed a QEP activity, number of students participating in QEP projects (in courses and
individually), the multiple assessments planned, and the associated personnel needed to complete the evaluations. The On-Site Reaffirmation Committee advises TWU to narrow the focus of the QEP and associated goals in order to better support the development of high quality experiential learning activities, faculty development, student support, and more focused assessment.

- In the current proposal it is difficult to determine what impact the QEP would have on the learning environment at TWU because there are no indications of the proposed scale and scope of implementation. The Committee advises setting benchmarks in order to specify the scale and scope of the QEP’s integration across the curriculum.

- The On-Site Reaffirmation Committee commends the QEP Advisory Council for ongoing work to create a clearinghouse of existing experiential learning activities (which by all indications are already quite substantial) in order to benchmark and catalogue TWU existing opportunities for students. The On-Site Reaffirmation Committee suggests using this inventory as a way to identify gaps and opportunities for investment of QEP resources rather than using QEP resources to merely enhance existing opportunities. This will allow for better tracking of the QEP’s development and impact at TWU.

- Additionally, the On-Site Reaffirmation Committee is concerned that the institution has reached its instructional capacity due to recent enrollment increases. The Committee strongly suggests that the institution carefully consider the additional burden that the QEP places on full-time faculty and design appropriate support, accommodations, and incentives. Conversely, with the increasing number of part-time and adjunct faculty members at TWU, strategies for engaging all faculty members would further strengthen the implementation and effectiveness of the QEP. The Committee strongly advises that TWU also consider the unique challenges involved in engaging contingent faculty in an initiative that requires sustained involvement by both the institution and the community.

- The On-Site Reaffirmation Committee also is concerned that the current budget does not seem adequate to support the ambitious goals and focus of the plan. The budget does appear adequate in the first year, but it is not adjusted for the expected growth in subsequent years. Additionally, the budget does not provide funding for the Experiential Learning Scholars (who will be paired with the Fellows), training of faculty who embed QEP projects in courses, and training of the assessment team. Therefore, the Committee advises that TWU consider increasing the budget to align with the broad scope of the plan or consider narrowing the focus of the proposed QEP. Additionally, what TWU is proposing is much larger than an initiative and will actually result in a new office at TWU with attendant administrative and operating needs that should be considered in the budget. Currently, the budget is focused on personnel and programs with little operating or discretionary funding available to the director. Additional budget items TWU may want to consider include support for transportation of students engaging in experiential learning activities, a discretionary fund for the QEP Director to respond to emerging needs outside of main programming initiatives, and support for a GRA earlier in the QEP timeline. The On-Site Reaffirmation Committee suggests that if TWU considers ways to narrow the QEP focus which might alleviate many of the Committee’s concerns that the QEP’s worthy goals are too broad and potentially under-resourced.
**Assessment**

The On-Site Reaffirmation Committee suggests a number of ways TWU could more effectively assess the QEP outcomes:

- Document the revised learning objectives articulated during the on-site visit to reflect the focus on student learning outcomes from course-based experiences and to reduce the focus on the data method (e.g. action plans).

- Develop a process for collecting, managing and reporting on the findings from the project-embedded assessments.

- Integrate in-process checks to monitor the implementation of the plan’s initiatives (e.g. effectiveness of professional development activities) in order to ensure that assessment findings reflect the impact of the QEP and are not the result of implementation issues.

- Develop assessment processes that provide the advisory committee with information at the QEP level. For example, if a product such as action plans or portfolios are assessed, the assessment subcommittee could randomly sample products as opposed to evaluating and providing feedback on each product, as currently proposed. This may assist with sustainability issues that arise with evaluating an increasing number of products. This process does not prohibit course faculty from providing students with individual feedback for the purpose of student-level assessment.

- Seek and utilize expertise, research and other appropriate sources during the rubric development phase, if the revised assessment plan continues to employ performance-based assessment methods.

- Consider how assessments will be used (e.g., action plans) if students take multiple experiential learning courses. Will they continue to create multiple action plans or use the same for every course? The Committee suggests TWU consider a portfolio model of assessment or other performance-based assessment that allows students to document the diversity of their experiences and that could capture the academic, civic, and personal learning outcomes identified.
Part IV. Third-Party Comments

The Committee should check one of the following:

_____ No Third-Party Comments submitted.

__X__ Third-Party Comments submitted. (Address the items below.)

1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;

2. Indicate whether the Committee found evidence in support of any allegations of non-compliance.

If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.

If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.

The institution received Third-Party Comments related to Comprehensive Standard 3.7.1 (Faculty competence), Comprehensive Standard 3.7.2 (Faculty evaluation), and Comprehensive Standard 3.7.3 (Faculty development). The Comments were submitted by a former faculty member who questioned the institution’s integrity in implementing policies related to hiring, evaluation, and promotion. The Comments alleged that the institution did not provide opportunity for faculty advancement or follow its evaluation policies.

The On-Site Committee reviewed the Third-Party Comments, a response submitted by the institution, and relevant policies. The On-Site Committee also interviewed the Director of Human Resources and the Provost and Vice President for Academic Affairs. The On-Site Committee found no evidence to indicate that policies were not adhered to or that the Third Party was not aware of policies and procedures available to her. Annual evaluations and responses to subsequent complaints and appeals and formal grievance were conducted in accordance with “Appendix IX – Framework for Annual Faculty Performance” of the Faculty Handbook and the Grievance Procedures for Employees Related to Title IX of the Education Amendments of 1972.
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<th><strong>APPENDIX A</strong></th>
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### Roster of the Off-Site Reaffirmation Committee

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<tr>
<th>Name</th>
<th>Title and Institution</th>
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<tbody>
<tr>
<td>Dr. Timothy J. Crimmins</td>
<td>Chair, Center for Neighborhood and Metropolitan Studies, Georgia State University, Atlanta, GA</td>
</tr>
<tr>
<td>Dr. Lowell K. Davis</td>
<td>Assistant Dean of Students, &amp; Assistant Vice President of Academic Affairs, The University of Alabama, Tuscaloosa, AL</td>
</tr>
<tr>
<td>Dr. Jerome A. Gilbert</td>
<td>Provost and Executive Vice President, Mississippi State University, Mississippi State, MS</td>
</tr>
<tr>
<td>Mr. Jeffery M. Gonzalez</td>
<td>Assoc Vice President, Planning and Institutional Research, Florida International University, Miami, FL</td>
</tr>
<tr>
<td>Dr. Sharon B. Mader</td>
<td>Dean of Library Services, University of New Orleans, New Orleans, LA</td>
</tr>
<tr>
<td>Dr. Evelyn E. Nettles</td>
<td>Associate Vice President for Academic Affairs, Tennessee State University, Nashville, TN</td>
</tr>
<tr>
<td>Mr. James R. Sutherland</td>
<td>Vice President for Business and Finance, University of West Georgia, Carrollton, GA</td>
</tr>
<tr>
<td>Dr. Carol T. Tully</td>
<td>Professor of Social Work (Emeritus), University of Louisville, New Orleans, LA</td>
</tr>
<tr>
<td>Dr. Amy E. Wells Dolan</td>
<td>Associate Dean, School of Education &amp; Associate Professor of Higher Education, University of Mississippi, University, MS</td>
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<tr>
<td>Dr. E. Joseph Savoie</td>
<td>President, University of Louisiana at Lafayette, Lafayette, LA</td>
</tr>
<tr>
<td><strong>SACSCOC Staff Coordinator</strong></td>
<td></td>
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<tr>
<td>Dr. Mark V. Smith</td>
<td>Vice President SACSCOC, Decatur, GA</td>
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<tr>
<td>Dr. Susan L. Bosworth</td>
<td>CHAIR, Associate Provost, Institutional Analysis &amp; Effectiveness, The College of William and Mary, Williamsburg, VA</td>
</tr>
<tr>
<td>Dr. Gordon K. Anderson</td>
<td>Dean, College of Arts and Sciences, East Tennessee State University, Johnson City, TN</td>
</tr>
<tr>
<td>Dr. Robin D. Anderson</td>
<td>Assoc. Director, Center for Assessment &amp; Research Studies, James Madison University, Harrisonburg, VA</td>
</tr>
<tr>
<td>Dr. Pamela S. Chally</td>
<td>Dean/Professor, Brooks College of Health, Jacksonville, FL</td>
</tr>
<tr>
<td>Dr. Peter J. Fos</td>
<td>President, University of New Orleans, New Orleans, LA</td>
</tr>
<tr>
<td>Mr. Tim L. Hodge</td>
<td>Assistant Vice President, Budget and Financial Planning, Virginia Tech, Blacksburg, VA</td>
</tr>
<tr>
<td>Dr. Carole A. Kiehl</td>
<td>Special Assistant to the Provost for Analysis &amp; Planning, University of Southern Mississippi, Hattiesburg, MS</td>
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APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed

Dallas, TX: BS Nursing, BS Nursing RN to MS, MS Nursing, MS Adult Health, MS Nursing FNP, MS Nursing Health Sys. Mgt., MS Nursing Pediatric Nurse Practitioner, MS Nursing RN/PB to MS, DNP Nursing Practice, MOT, OT.PHD, PT.DPT Transitional, PT Clinical, PT Entry, offered at TWU T. Boone Pickens Institute of Health Sciences-Dallas Center 5500 Southwestern Medical Avenue

In fall 2012, the off-site location in Dallas had an enrollment of 1,449. A member of the On-Site Reaffirmation Committee visited the location in Dallas on March 27 prior to the full committee visit in Denton on April 9-11. The On-Site Reaffirmation Committee member toured the facilities and conducted interviews with deans, faculty members, students, and academic and administrative support personnel.

TWU is centralized with appropriate academic and support programs provided at all three locations. Student learning outcomes and assessments for each degree program are the same regardless of location or mode of delivery. Meetings with representatives from Financial Aid, Student Life, Admissions, and the One-Stop Shop, the Dean of Students, Director of Disability Support Services, Student Life Coordinator-Dallas, and others in student support services described adequate resources available at each location, including staff, and how resources that are centrally located are accessed by students and support staff in Dallas and Houston (e.g., use of digital imaging in Financial Aid). Interviews with the Dean of Libraries and the Health Sciences Librarian for Dallas and the Technology Manager in Dallas, a tour of the library and technology services and interviews with faculty and students confirmed that library and technology resources are appropriate and meet and exceed student and faculty needs at the off-site location.

Students confirmed a high level of faculty support of students with individual attention in advising and assistance provided in coursework. When asked about their on-line experiences in Dallas, students differentiated between digital natives and digital immigrants. Students indicated that faculty teaching on-line or hybrid courses are available to assist students, as are IT support personnel. Regardless of preference in mode of delivery, students affirmed that the faculty, resources, and facilities are outstanding at the off-site location in Dallas.

Faculty echoed student conclusions and also described the representative governance structure and indicated that opportunities for faculty development extended to all disciplines, at all locations, at all levels. A tour of the physical facilities confirmed that the center, completed in 2012, includes state-of-the-art simulation equipment that accurately mimics patient care and response scenarios in a hospital, a Stroke Center used for student training, clinical research, and professional services; and appropriate physical space for the programs offered at the location. The deans and faculty confirmed that TWU has adequate personnel, facilities, and resources to operate the off-campus sites.
APPENDIX C

List of Recommendations
Cited in the Report of the Reaffirmation Committee

Comprehensive Standard 3.3.1.1
The Committee recommends that the institution document that it assesses the extent to which it achieves outcomes in its certificate programs and provide evidence of improvement of its certificate programs based on analysis of the results, to include student learning outcomes. (Recommendation 1)

Comprehensive Standard 3.3.1.2
The Committee recommends that the institution provide evidence of the use of assessment results for improvements in its administrative support services units. (Recommendation 2)

Comprehensive Standard 3.3.1.3
The Committee recommends that the institution provide evidence the use of assessment results for improvements in its academic and student support services units. (Recommendation 3)

Comprehensive Standard 3.3.1.5
The Committee recommends that the institution provide evidence of on-going assessment of community and public service within its mission. (Recommendation 4)

Comprehensive Standard 3.3.2
The Committee recommends that the institution demonstrates institutional capability for the initiation, implementation, and completion of the QEP. (Recommendation 5)

The Committee recommends that the institution identifies a plan to assess its achievement of the goals of the QEP. (Recommendation 6)

Comprehensive Standard 3.7.1
The Committee recommends that the institution employ competent faculty members qualified to accomplish the mission and goals of the institution in the post-baccalaureate areas of Kinesiology, Music, and Management (see attached Faculty Roster). Recommendation 7)