REPORT OF THE REAFFIRMATION COMMITTEE
(Off-Site Report)

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

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

Date of the Review: November 8-9, 2012

COC Staff Member: Dr. Mark V. Smith

Chair of the Committee: Dr. Timothy J. Crimmins
Director, Center for Neighborhood and Metropolitan Studies
Georgia State University
Atlanta, Georgia
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.

To be completed by the On-site Reaffirmation Committee.

Part II. Assessment of Compliance

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

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

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

(Note: This requirement is not addressed by the institution in its Compliance Certification.)

Compliance

The Off-Site Reaffirmation Committee did not 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)

Compliance

Texas Woman’s University 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)

Compliance

Texas Woman’s University 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.

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)

Compliance

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)**

**Compliance**

Texas Woman’s University’s (TWU) mission statement is clearly defined,
comprehensive, specific to the institution, and appropriate for higher education. It
describes Texas Woman’s College as a public institution primary for women that
now serve a diverse community of students. Additionally, the Board of Regents of
the State of Texas 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)**

**Compliance**

Texas Woman’s University’s is engaged in ongoing, integrated, and institution-
wide research-based planning and evaluation. 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 on-going planning with data driven decision
making.

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

**Compliance**

Texas Woman’s University has demonstrated its continuous operation with an
account of its establishment by the Texas Legislature in 1901 and its opening in
1903 in the Undergraduate Catalog 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 University
summarizes this data in the online [www.collegeportraits.org](http://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)

Compliance

The institution offers 126 degree programs in the following colleges/schools: College of Arts and Sciences, College of Professional Education, College of Health Sciences, College of Nursing, School of Occupational Therapy, and School of Physical Therapy. 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.

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

Compliance

Texas Woman’s University (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, women and men, “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 d) 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 sample degree program in Biology that was illustrated the efficiency of the undergraduate catalog for students and academic advisors. The totally online RN-BS documents demonstrated the necessary information about degree requirements; however, the web page information did not indicate that the degree program was an online program.

The Graduate Catalog presents both general and specific degree requirements for masters and doctoral students; these requirements are aligned with THECB criteria. While in practice the graduate catalog presents the necessary degree requirements for each program and their alignment with the University’s mission, the catalog does not contain the University’s mission statement, or its research mission statement. There is, however, an Academic Mission Statement presented in the publication.

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 rational 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 is 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)*

**Compliance**

The institution 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 competencies 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 humanities/fine arts, social/behavioral sciences, and natural science/mathematics. Additionally, the institution requires that each student is both computer literate as well as skilled in oral communication. The courses ensure a breadth of knowledge in their related areas and each is based on a coherent rationale.

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. *(See the Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”)* *(Course work for Degrees)*

**Compliance**

A review of evidence submitted by the institution and the Graduate and Undergraduate Catalogs 2011-2013 shows that the institution does provide 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, Texas Woman’s University, 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. 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)*

**Non-Compliance**

For the 2011-2012 Academic Year, Texas Woman’s University (TWU) employed 1,016 full and part-time faculty members; this number included 125 graduate teaching assistant. 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 number of full-time faculty at TWU is not sufficient.

Degree programs in the Humanities/Performing Arts vary in the number and percent of faculty who teach in the content areas. In 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%.

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

Compliance

The institution 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. 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 Off-Site 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)

Compliance

Texas Woman’s University’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. Student can receive services on an individual basis or in a group setting. The Science Learning Resource Center, offers tutorial services for freshman and sophomores who need assistance in science courses. The Write Site offers assistance to students who need help with writing. Beyond these three locations, there is no evidence of academic support for students.

The services offered through Student Life demonstrate a myriad of programs offered to students to 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.

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

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

TWU did not provide the required institutional audit for fiscal year ended 2012. TWU indicated that the audit will be provided as soon as the state completes the audit which is anticipated to be in January, 2013. They did not provide a written institutional management letter and stated that one will not be provided “because the audit is prepared internally by the state.” Based on the information provided for the previous three years the institution appears to be in a sound and stable financial position.

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

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)

Compliance

The space utilization data indicates 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 and it is updated annually, but it origin is from 2007.

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

C. Assessment of Compliance with Section 3: Comprehensive Standards

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

Compliance
Texas Women’s University 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 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)

Compliance

In accordance with state law and governing board bylaws (Texas Woman’s University’s Board of Regents), the chief executive officer of Texas Woman’s University (Chancellor and President) is selected by and is responsible to the Texas Woman’s University 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

Compliance

Texas Woman’s University’s Board of Regents has the authority to approve the university’s mission statement. Texas Woman’s University’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

Compliance

Texas Woman’s University’s Board of Regents has clear authority and responsibility for the financial oversight of Texas Woman’s University. 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

Compliance

Texas Woman’s University’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)

Compliance

Texas Woman’s University’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 Texas Woman’s University 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)

Compliance

The Texas Education Code requires the Texas Woman’s University 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)

Compliance

The Governor, with the advice and consent of the Texas Senate, appoints members of Texas Woman’s University’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)

Compliance

The distinctive roles and responsibilities of the Board of Regents of Texas Woman’s University, the administration of the institution, as well as faculty, are well delineated in state law, board and university policies.
3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

Compliance

The University has a clearly defined and published organizational structure that delineates responsibility for the development and administration of policies. The organizational structure for Texas Woman's University is typical of similar institutions, is updated as appropriate (the current structure being updated in June 2012) and 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)

Compliance

All the leadership positions were evidenced with vita information, and all incumbents were qualified based on their qualifications and experience. Two positions at the Dean level were vacant at the time of the submission of the Compliance Report.

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

Compliance

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 to the standard through human resources policies, the Faculty Manual, 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)

Compliance

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)

Compliance

The CEO is responsible for and exercises administrative and fiscal oversight of intercollegiate athletics. At Texas Woman’s University, 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 appointed by the CEO representing faculty, staff and students. 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 approved by the Vice President for Student Life. 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)

Compliance

The Office of Institutional Development at Texas Woman’s University is responsible for coordinating fund raising for the university and reports directly to the CEO. The Board of Regents for Texas Woman’s University 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 form the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. (Institution-related entities)

Compliance

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 Texas Woman’s University 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 University.”

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

Compliance

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 appear to be 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 forthcoming 2012-2014 Graduate Catalog. Primary administration of the intellectual property policies are handled by the Office of Research and Grants Administration, 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

Non-Compliance

Texas Woman’s University (TWU) chose to use sampling as the method of presenting its assessment of student learning in courses and programs. Representatives 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 the University 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, however, 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.

### 3.3.1.2 administrative support services

**Non-Compliance**

The Off-Site 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 does provide several examples of annual assessment reports dated March 2012, but does 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 not prior assessment reports available to evaluate progress.

### 3.3.1.3 academic and student support services

**Non-Compliance**

The Off-Site 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 does provide several examples of annual assessment reports dated March 2012, but does 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 are no prior assessment reports available to evaluate a cyclical process of institutional effectiveness or clear documentation of sampling strategies. The annual reports do document prior year performance but it was not described within a process of continuous improvement.
3.3.1.4 research within its mission, if appropriate

**Compliance**

The Committee found that 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

**Non-Compliance**

The Off-Site Committee was unable to verify through the documents provided the institutions 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 achievement 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.

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

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

**Compliance**

Documentation including the Texas Administrative Code, standards related to the development of undergraduate and graduate programs, and a host of equally compelling evidence, including minutes of meetings, indicates that the institution does demonstrate that 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)*

**Compliance**

The institutional 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 the institution 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 on-line 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)*

**Compliance**

Texas Woman’s University (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 coordinate 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, however, there is no reference note that leads the reader to the more detailed information that appears 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.

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

Compliance

The Texas Higher Education Coordinating Board (THECB) provides guidelines for awarding credit at public institutions; these rules are reflected in Texas Woman’s University’s (TWU) 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 University 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 can be found in the printed and online Graduate Catalog(s). The graduate academic advisor determines if credit will be accepted. Both graduate and undergraduate students can receive study abroad credit as long as the student enrolls in a University/faculty lead 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)

Compliance

The academic policies of the institution are developed in a systematic way according to an established process which includes input from the faculty. An
The analysis of the Board of Regents policies, Graduate and Undergraduate Handbooks 2011-2013, Student Handbook, and policies from several programs it is evident 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)*

**Compliance**

Texas Woman's University (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 Undergraduate Studies Program and Academic Partnership Office 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)*

**Compliance**

Texas Woman’s University (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)*

**Compliance**

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 Records determine if credit should be awarded. The Office of Records utilizes the American Council of Education’s (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Texas Woman’s University does not permit credit for life or work experience.

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

Compliance

The University offers a variety academics 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 Write Sites, 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 Students 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)

Compliance

A review of the Faculty Handbook, Office of Academic Affairs web page and other evidence presented by the institution demonstrates that the faculty does have the primary responsibility for the development, content, quality, and effectiveness of the curriculum.
For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

Non-Compliance

Department chairs at Texas Woman’s University (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.

TWU provided a list of disciplines and the names of those persons serving in the coordinator capacity. The coordinator listed for the [redacted] cannot 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 [redacted] holds a [redacted] and appears not to be qualified; and the coordinator for the B.S. in [redacted] holds an [redacted] and does not appear to be qualified.

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

Compliance

Within the past year, from October 2011, through Spring 2012, the institution initiated a complete assessment of the university’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.

There appears to be substantial support for distance education, with 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)

Compliance

TWC’s core curriculum is guided by the Texas Higher Education Coordinating Board (THECB) rules mandating all public institutions in Texas to 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, in addition, the University incorporates its specific mission in the core curriculum by requiring a course on multi-cultural women’s studies and a six credit on 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 Education 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).

Compliance

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 TWC. 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)

Compliance

The institution 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)

Compliance

The institution 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 seem to support 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)

Compliance

The Texas Woman’s University (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 
be more rigorous. Degree programs in the Humanities/Preforming Arts where 
applicable to 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)*

**Compliance**

Texas Woman's University (TWU) substantiates the standards by presenting 
documentation from the Graduate Council Policy Manual; this 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 cited: 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 assessments reviews that the university employs to evaluate 
faculty; and d) explain the State mandated review of graduate programs 
processes. The University 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 included: 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)*

**Compliance**

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, 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)*

**Compliance**

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.

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines “Faculty Credentials.”)* *(Faculty competence)*

**Non-Compliance**

The institution 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. See Request for Justifying and Documenting Qualifications of Faculty form for a list of faculty members whose credentials were questioned by the Off-Site Committee.

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

Compliance

All faculty, including part-time and graduate teaching assistants, at Texas Woman’s University (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 Manual. 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 University 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)

Compliance

The Academic Strategic Plan 2011-1014, Appendix IX in the Faculty Handbook, the University Policy Manual (Sec. 5.01: Faculty Development Leave) are probably the most salient evidence that demonstrates compliance with this standard. 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)

Compliance

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 faulty 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)*

**Compliance**

The institution has provided ample evidence to support compliance with this standard. The most germane seem to be 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)*

**Compliance**

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 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)*

**Compliance**

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 nationally 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)

Non-Compliance

The institution provides a sufficient number of qualified librarians and a sufficient number of other professional and support staff in the Library. 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 had to refer 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 and clarification is needed. 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.
3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. *(Student rights)*

**Compliance**

The institution 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)*

**Compliance**

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 TWI 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 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—withstanding appropriate education or experience in the student affairs area—to accomplish the mission of the institution. (Qualified staff)

Non-Compliance

The 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.

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

Compliance

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 positives in reviewing financial stability. Even though we are at a disadvantage due to not having current financials their trend does demonstrate financial stability. Additionally the enrollment trend is strong with growth over the past 10 years at all campuses.

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

Non-Compliance

Texas Woman’s University 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.

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

Non-Compliance

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 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.

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

**Non-Compliance**

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 that indicated 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.

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

**Compliance**

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)

**Compliance**

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)

Compliance

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.

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

Compliance

In August of 2012 the University established a University policy that defines substantial changes and assigns the TWU SACSCOC 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) (Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have asterisks are policies that include a federal mandate.)

*3.13.1. “Accrediting Decisions of Other Agencies”

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.
Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Non-Compliance

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 (AWD).

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.

Non-Compliance

The Off-Site Committee’s 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, there is no discussion presented in the Compliance Report or few examples presented in the materials provided to the 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.

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

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

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

**Compliance**

Review of Texas Woman’s University’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.

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.

**Compliance**

The Off-Site 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 3.1.1 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.

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 within 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)

Compliance

The University 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)

Compliance

The Committee confirmed that Texas Women’s University 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 Texas Woman’s University (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 University 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.
According to the Compliance Report, TWU 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 University does not, however, provide any data that is being collected on the campus concerning the employment of graduates. TWU also indicated that academic departments keep data on the pass rates of student licensure examinations; the University presented only one example of licensure pass rates. A more complete listing of all licensure pass rates would have been helpful. The Accountability Reports used as evidence in section FR 4.1 confirm the issues identified in CR 2.8 concerning the need for more full-time faculty at the University to meet the needs of a growing student population.

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

Compliance

The curriculum at Texas Women’s University (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.

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

Compliance

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.

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

The institution 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.

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

Compliance

Review of Texas Women’s University’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 has 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.

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

Compliance

Review of Texas Women’s University’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.

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

Compliance

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.

*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)

Compliance

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. The only evidence that the Off-Site Committee found for the means used to verify that a student who registers for a distance education course is the same one who participates and completes the course is that the institution uses a secure and unique login and pass code for each student who logs into online courses via Blackboard. 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. Although not noted as evidence in the narrative, the DE Policies and Guidelines on the Distance Education webpage does inform students of academic integrity policies and provides links to relevant policies.

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

Compliance

The institution does have a written procedure for protecting the privacy of all students, but it does not explicitly state that this applies to distance education students. The written policy and procedure is based on FERPA guidelines. The Computer and Software Acceptable Use Policy also address privacy issues and student responsibilities.
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)*

**Compliance**

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)*

**Compliance**

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.
E. Additional Observations regarding strengths and weaknesses of the institution. (optional).

From the Off-Site Reaffirmation Committee: The Compliance Certification Report was well-presented, well-documented, and easy to navigate.
Part III. Assessment of the Quality Enhancement Plan

To be completed by the On-Site Reaffirmation Committee.

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

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.

   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.

   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.

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

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

C. Analysis and Comments for Strengthening the QEP
Part IV. Third-Party Comments

To be completed by the On-Site Reaffirmation Committee.

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

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___ 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.
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</tbody>
</table>
APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed
(Refer to “Directions for Completion of the Report of the Reaffirmation Committee.”)
APPENDIX C

List of Recommendations
Cited in the Report of the Reaffirmation Committee
(Refer to “Directions for Completion of the Report of the Reaffirmation Committee.”)
Request for Justifying and Documenting Qualifications of Faculty

Institution: Texas Woman’s University

For each of the faculty members listed below, the committee either found the academic qualification of the faculty member to be inadequate and/or the institution did not adequately justify and document the faculty member’s other qualifications to teach the identified course(s). For each case, the committee checked the column appropriate to its findings and provided additional comments if needed to clarify the concern.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty member listed. When responding, the institution should use the Commission’s “Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty” and its “Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty,” which can be accessed under the Institutional Resources tab of the Commission website: www.sacccc.org. Read the instructions carefully and pay close attention to the section “Providing Information that Establishes Qualifications.” The completed form, or similar document, should be included as part of the institution’s formal response to the Commission.

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Course(s) in Question</th>
<th>Inadequate Academic Qualifications</th>
<th>Insufficient Justification of Other Qualifications</th>
<th>Comments (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
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<td></td>
<td></td>
<td>X X</td>
<td>Teaching a graduate level course without a terminal degree.</td>
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<td>X X</td>
<td>Teaching a graduate level course without a terminal degree.</td>
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<td></td>
<td></td>
<td>X X</td>
<td>Teaching a graduate level course without a terminal degree and no additional info was provided.</td>
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<td></td>
<td></td>
<td>X X</td>
<td>There is no degree listed for the faculty member.</td>
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<td>No degree listed.</td>
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<td>X X</td>
<td>No degree listed.</td>
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