Texas Woman’s University

Response to the SACSCOC Report of the Off-Site Reaffirmation Committee 2012

Southern Association of Colleges and Schools Commission on Colleges
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INTRODUCTION

TWU provides the information in this Focused Report to address concerns identified by the SACSCOC Off-Site Reaffirmation Committee. The 15 standards that were identified are discussed sequentially. The hardcopy of TWU’s Focused Report does not include the supporting documentation; however, the electronic version provided with this document includes hyperlinks to all supporting materials.

Instructions for Electronic Viewing

TWU wants your evaluation process to go as smoothly as possible. The following instructions will make navigating and viewing files much easier. All of the documents have been provided in electronic format on a silver key-shaped USB drive. The key contains the following documents:

- TWU Focused Report 2013
- TWU Response to Third Party Comment
- Quality Enhancement Plan (QEP)
- Questions and Suggested Interviews for QEP
- Updated Institutional Summary Form Prepared for Commission Review
- TWU Compliance Certification 2012

Once you have inserted the USB drive into your computer, the supporting document folders will normally be displayed be first, so it may be necessary to scroll down to find the appropriate document.

To assist you in reading the Focused Report, QEP, and Compliance Certification, navigation menus have been provided. Adobe calls this menu “bookmark pane.” You can use the bookmark pane to jump to a specific section and/or a specific standard within the document. Alternately, you can use the main document pane to scroll through the entire document page-by-page.

Although not required, there are four steps that will optimize your experience viewing the PDF document. First, it is recommended that you have the most current version of Adobe Reader or Adobe Acrobat Pro. The free Adobe Reader version is available online at http://www.adobe.com/products/adobe_acrobat.html. Second, when you click on a link, a PDF file should open in a new window. If the file does not open in a new window, you will need to modify your Adobe Preferences (see instruction A). Third, when you click on a link you may receive a security warning that states, “This document is trying to connect to…” You may click the Allow button; or, if you would like to disable these alerts, you will need to modify your Adobe Preferences (see instruction B). Finally, to avoid damaging the files on the TWU-provided USB drive, use the eject feature of your operating system before removing the drive (see instruction C).

A. Open Links in New Window

Navigate to Edit > “Preferences”
Select “Documents” and uncheck box for “Open cross-document links in same window”

Click “OK” located in the bottom right hand corner of the Preferences window

B. To Disable Security Alert from Prompting with Each Link

Navigate to Edit > “Preferences”

Select “Security (Enhanced)” and then click “Add Folder Path”

Navigate to the provided flash drive, E:\ for example, and click “OK”
Click OK located in the bottom right hand corner of the Preferences window

C. Ejecting USB for Mac

Ejecting USB for Windows
2.8 Faculty

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

Findings of the Off-Site Review Committee

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 assistants. Full-time faculty members represent 41.2% (419) of this number; this fact is surprising given that the University has expanded its degree offerings and increased its enrollment. The low number of full-time faculty is a concern. Due to an enrollment growth (72.6) over a ten-year period (2000 – 2010), the student faculty ratio went from 13:1 to 18:1 which is below the state average; the Texas Higher Education Coordinating Board (THECB) records the data in its Accountability Report. Despite this student faculty ratio, the 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 the Compliance report, TWU explains that the English, Speech, and Foreign Language department has the lowest percentage of full-time faculty by department due to the high number of part-time faculty assigned to teach composition courses. While in agreement that part-time faculty can be used for teaching composition (general education) 98.5% seems excessive. Furthermore, the number of full-time 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%.

TWU Response:

Texas Woman’s University (TWU) shares the SACS commitment to an adequate number of faculty to assure the quality and integrity of its academic programs. TWU provides information below to further explain the strategies TWU uses to assure well-qualified faculty in its programs, particularly with respect to FTE and use of regular, full-time clinical faculty.

The determination that 31.4% of the faculty at TWU are tenured/tenure-track in the off-site report was calculated on headcount. Headcount alone, however, does not provide an accurate representation of the proportion of tenured/tenure-track faculty at TWU and inflates the role of adjuncts at the University. Because most TWU adjunct faculty are on 0.25 or 0.50 full-time equivalent (FTE) appointments, a more realistic approach is to determine the proportion of tenure/tenure-track faculty by using the FTE of assigned faculty as is done by The Texas Higher Education Coordinating Board (THECB) for their accountability measures and accountability reports. THECB data indicate that 56% of TWU faculty are tenured/tenure track, as shown in Table 2.8.A [1].

TWU uses clinical faculty in its practitioner-based programs in the health sciences, particularly in its two health-science institutes in Dallas and Houston. TWU’s large inventory of health-related degree programs
is typical of health science centers where clinical faculty are integral components of the program faculty. TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, master’s, and baccalaureate levels. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical track designation may be used for faculty who are primarily engaged in clinical teaching, clinical practice, and/or clinical supervision of students. Scholarship and service are expected commensurate with appointment rank.

TWU employs 78 clinical faculty (75.75 FTE) distributed among the four colleges, as shown in Table 2.8.B [2]. Although not tenured, these individuals are eligible for promotion from assistant clinical professor, to associate and full professor. TWU Policy 5.10 [3] describes the ranks and titles of all University faculty, including clinical faculty. Regents Policy 5.06, Faculty Promotion and Tenure [4], provides further detail about the role of clinical faculty. The total of tenured/tenure track faculty and clinical faculty is approximately 73% of the FTE of TWU’s faculty, providing further evidence of the adequacy of the University’s faculty for the programs included in its degree inventory.

The foregoing discussion notwithstanding regarding THECB standards and clinical faculty, senior leadership at TWU has endorsed a plan to increase its percentage of tenured/tenure track faculty (on the basis of FTE) to 60% over the next four years, contingent on the University’s ability to increase tuition revenue. To reach 60% FTE of tenured/tenure-track faculty will require an 18 FTE increase. For FY14, six new faculty lines have been approved by the Cabinet (a committee consisting of Chancellor, Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, and Vice President for Student Life), to be followed by four new faculty lines in each of the following three years.

Program-specific Comments

The Off-Site Committee specifically mentioned the use of part-time faculty in three programs: Reading Education, School of Management, and English, Speech and Foreign Languages.

**Reading Education:** During the Fall 2011 and Spring 2012 semesters, no Reading Education master’s or doctoral degree program courses were taught by adjuncts; however, the Department of Reading offers a “Reading Recovery” program that uses adjuncts and involves post-master’s training. Reading Recovery is an early intervention program designed to reduce the number of first-grade students who have extreme difficulty learning to read and write, and to reduce the cost of these learners to education systems. The Reading Recovery program is a three-tiered training model: (a) TWU is one of only two University Training Centers (UTCs) in North America that is approved to train Reading Recovery and *Descubriendo la Lectura* (the Spanish version of Reading Recovery) trainers at a post-doctoral level; (b) as a UTC, TWU also trains Reading Recovery teacher leaders at a post-master’s level; (c) teacher leaders, employed by school districts or consortia, serve as adjunct instructors to teach the master’s level courses for teachers in their respective districts or regional areas. The teachers attend TWU as non-degree-seeking students.

Standard 4.45 of the *Standards and Guidelines of Reading Recovery ® in the United States* (6th edition, p.19) [5] states that teacher leaders “provide Reading Recovery training as graduate coursework at an accredited college or university.” Reading Recovery teacher leaders have successfully completed 18 hours of doctoral level coursework in the specialized area of teaching struggling readers and engage in continual professional development and field supervision with University trainers. Teacher leaders supervise the collection of data on every child served as well as write annual site reports that are submitted to TWU for monitoring purposes.
Reading Recovery training for “teachers” requires successful completion of two graduate clinical courses across an academic year. In Fall 2011, TWU Department of Reading employed 9 teacher leaders as adjunct faculty to 95 teachers in graduate-level courses. In Spring 2012 the same teacher leaders were employed as adjuncts to teach the second course.

School of Management (SOM): Because of rapid enrollment growth in the SOM/Department of Business and Economics during a period of economic downturn, the hiring of full-time faculty has not kept pace with enrollment. Despite these challenges, the School of Management was accredited by the Accreditation Council for Business Schools and Programs in 2011, and the number and quality of faculty were key components of the accreditation review. The TWU plan to increase the percentage of tenured/tenure track faculty includes the allocation of new faculty lines to this School. Additionally, three searches for new faculty have been underway during the 2012-2013 Academic Year. One new, regular faculty member has now been hired and will begin 9-1-13; and two open searches are still underway for additional faculty to begin 9-1-13.

Coupled with the efforts to add new faculty, the School will reassign several full-time faculty members from teaching undergraduate courses to teaching graduate courses in Fall 2013. The School’s goal is to reduce the percentage of part-time faculty teaching graduate courses from 66% to approximately 33%. Additionally, new faculty hires have been designated to teach primarily graduate courses.

The School of Management has routinely utilized multiple strategies to ensure high-quality instruction by part-time faculty. For example, each of the six concentration areas in Business (i.e., Accounting, Marketing, Finance, Human Resources/Management, International, and Management Information Systems) has a full-time faculty member designated as the Concentration Leader. Responsibilities of the Concentration Leader include: (a) developing courses in the concentration area; (b) developing the course syllabus (common learning outcomes and common syllabus) for all part-time faculty teaching the same course; (c) selecting textbook/reading materials for part-time faculty teaching in the same course; (d) conducting concentration area meetings for part-time faculty once a semester; and (e) reviewing course evaluations for part-time faculty. The role of the Concentration Leader is coordinated with the Chair of the Department of Business & Economics who also provides oversight of all part-time faculty.

English, Speech, and Foreign Languages (ESFL) Department: Recognizing the challenges of relying heavily on adjunct faculty, the ESFL Department works to ensure the quality and consistency of instruction across all courses, including the composition courses. In particular, standardized course outcomes have been developed in all areas (Speech, Spanish, and English), including 19 of the Department’s most frequently-taught English courses, all Spanish classes, and Speech 1013. While faculty may adapt their reading assignments and writing assignments, the common outcomes help ensure quality instruction and program continuity.

Regarding the Off-Site Committee’s concern about the high percentage of first-year composition (FYC) taught by part-time faculty, 62% of the FYC sections were taught by graduate teaching assistants (GTAs) (from the Department’s PhD and MA programs) in 2011-2012. These GTAs are under the Department’s direct supervision, and the Department uses these teaching appointments as an integral component of professional development and preparation for careers after graduation. With respect to other part-time faculty, most TWU-ESFL adjunct faculty return semester after semester, thus enhancing program continuity. Some are dual credit teachers employed by both TWU and the Denton Independent School District; all are required to meet the same credentialing standards as other ESFL faculty.

The Department has long made quality of instruction a specific focus. All GTAs and adjuncts teaching FYC sections are provided strong supplemental support and oversight. The FYC program and instructors are supervised by the tenure-track Director of First-Year Composition and by the Department Chair.
These efforts include: (a) classroom observations; (b) review of student evaluations; (c) a workshop for FYC teachers on formative use of student evaluations; (d) pre- and post-testing in FYC to provide value-added insight into student progress in FYC (these data guide professional development workshops, mentoring, syllabi revision, etc.); (e) inter-rater reliability training for GTAs and adjuncts teaching FYC to provide program cohesion; and (f) other mandatory and non-mandatory training sessions/workshops for FYC teachers. Additionally, all FYC sections have a common syllabus template, a common book, and similar assignments. In fact, the Department now uses different sections of the same textbook across ENG 1003, ENG 1013, and ENG 1023 to provide additional program cohesion and to lower costs for students.

Supporting Documents

[1] Table 2.8.A Comparison of TWU to other Texas universities.
[2] Table 2.8.B Distribution of clinical faculty among the four TWU Colleges.
[3] TWU Policy 5.10, Ranks and Titles of University Faculty
[4] Regents Policy 5.06, Faculty Promotion and Tenure
2.11.1 Financial Resources

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

Findings of the Off-Site Review Committee

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.

TWU Response:

The Financial Statements and Independent Accountant’s Review Report (FSIARR) for the fiscal year ended August 31, 2012 [1] was completed by the State Auditor's Office (SAO) and delivered to TWU on February 20, 2013. The SAO report states, “based on our review, were are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America” (p. 1). The FSIARR [1] and Management Letter [1 page 33] are included for review.

Supporting Documents

3.3.1 Institutional Effectiveness

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:

3.3.1.1 Institutional Effectiveness - Educational Programs

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

Findings of the Off-Site Review Committee

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.

TWU Response:

TWU’s response addresses the concerns of the Off-Site Committee in two areas: (1) clarification of SLO evidence provided in the Compliance Certification, including SLOs for all programs; and (2) use of data during transition from the former Academic Institutional Effectiveness System (AIES) to the current Academic Institutional Improvement System (AIIS).

Clarity of SLO Evidence Provided in the Compliance Certification

The Off-Site reviewers indicated a lack of understanding of TWU’s sampling strategy; however, no sampling process/strategy was discussed because all Academic Institutional Improvement Reports (AIIR) and their corresponding Academic Institutional Improvement Assessment Plans (AIIPA)
were provided via links referenced as [10a] and [10b] in the Compliance Certification Report. They are again presented here [1] [2].

The examples of AII Reports and AIIA Plans in the original narrative were included only to clarify and support narrative responses and were not used in lieu of providing all academic program reports and assessment plans (i.e., the intent was for the Off-Site Committee to have access to all reports and plans). The Academic Institutional Improvement Audit Spreadsheet (Spreadsheet) documents actions taken or in progress by program faculty to improve student learning/performance using the AII Report findings for each degree program.

The Spreadsheet serves as a “one-stop shop” for reviewing all Academic Institutional Improvement documentation in one location. It includes student learning outcomes (SLOs), academic program assessment reports, results-based actions taken by faculty, and newly designed assessment plans of TWU’s academic degree programs, demonstrating the linkage between data and decision-making to “close the continuous improvement loop.”

The Audit section of the Spreadsheet identifies all academic degree programs by level, department, college/school, and campus. Additionally, it identifies distance education/online degree programs, and other program information (i.e., dormant programs, new programs, explanations). Descriptions of the Spreadsheet columns are provided below to assist in navigation.

- The 2008-2011 Report column (column 3 of the Audit section) provides links to the Academic Institutional Improvement Report (AII Report) of each degree program offered at TWU. The three most recent years of SLOs performance data (2008-09, 2009-10, and 2010-11) are provided in the reports along with the resulting actions for improvement based on analysis and subsequent interpretation of the results by degree program faculty.

- The 2008-2011 Use of Results – Improvement Actions column (column 4 of the Audit section) indicates actions taken (or in progress) by degree program faculty based on multiple years of SLOs performance data to improve student learning. All program actions have been coded with “Actions for Improvement Codes” as described on the first page of the Spreadsheet.

- The Online Degree Programs or Comments column (column 5 of the Audit section) delineates types of distance education/online degree programs offered at TWU by degree program. It also provides additional program information such as “dormant program,” etc. Definitions for distance education/online degree program classifications are provided in the key at the end of the Spreadsheet.

- The 2012 Assessment Plan column (column 6 of the Audit section) presents the Spring 2012 Academic Institutional Improvement Assessment Plans (AIIA Plans) for each degree program undergoing assessment during the 2012-13 academic year. The new assessment plan provides increased flexibility to program faculty in determining how and when educational programs assess program-level SLOs. While some program assessment plans have been finalized, others are being revised under the direction of the Director of Academic Assessment to ensure a robust assessment plan for every degree program at TWU.
Use of Data during Transition from Former Academic Institutional Effectiveness System (AIES) to Current Academic Institutional Improvement System (AIIS)

TWU utilized the AIES from 2003 to 2011. In early 2011, TWU began to transition from a singular focus on effectiveness to overall continuous institutional improvement; thus, the office of Academic Institutional Effectiveness evolved into an expanded office of Institutional Improvement with an overarching emphasis on data acquisition to underpin university decisions and ongoing improvement. As TWU utilized the AIES from 2003-2011, continuous and systematic review of the process took place. Three key improvements provided departments with more flexibility and manageability of the AIES. Annual assessment plans and annual reports were replaced with a three-year academic assessment cycle. The annual assessment reporting structure was modified from the submission of detailed annual reports to submission of an annual progress statement for two years and a detailed report in the other year of the three-year cycle. Simultaneously, the university transitioned to a commercial data management system, TaskStream. Supporting documentation includes a description of the former AIES [4].

Because the Off-Site Committee commented that they were unable to review materials from the former AIES, Table 3.3.1.1.A [5] provides links to multiple examples of academic assessment plans and reports from the former AIES. Examples represent all TWU colleges and degree levels.

The hiring of a new Director of Academic Assessment in June 2011 provided the opportunity for a more collaborative approach to institutional improvement. Changes were guided by input from faculty members, program coordinators, department chairs, and other administrators. To facilitate understanding of the differences between the former and current assessment systems, Tables 3.3.1.1.B-D summarize key characteristics. Table 3.3.1.1.B [6] illustrates the major academic assessment plan components. Table 3.3.1.1.C [7] outlines the academic assessment report components. Table 3.3.1.1.D [8] describes the main academic assessment processes as TWU transitioned to the current system.

Tables 3.3.1.1.E [9] and F [10] summarize data from multiple years of assessment plans and reports to demonstrate how two specific programs, the BA/BS in Sociology [9] and the MA in Women’s Studies [10], used SLO assessment to make programmatic decisions as TWU moved to the current system. These tables illustrate the promotion of continuous improvement in student learning. Table 3.3.1.1.A [5] and the Spreadsheet [3] demonstrate data-driven changes under both systems.

Supporting Documents

[1] 2011 All Reports
[3] Academic Institutional Improvement Audit Spreadsheet
[5] Table 3.3.1.1.A - Web Links to Former IE Assessment Plans and Reports
[6] Table 3.3.1.1.B - Comparison of Academic Assessment Plan Components
[7] Table 3.3.1.1.C - Comparison of Academic Assessment Report Components
[8] Table 3.3.1.1.D - Comparison of Select Academic Assessment System Processes
[9] Table 3.3.1.1.E - BA/BS Sociology 2006-11 SLOs Data and Actions for Improvement
[10] Table 3.3.1.1.F- MA Women’s Studies 2006-11 SLOs Data and Actions for Improvement
3.3.1.2 Institutional Effectiveness - Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in administrative support services.

Findings of the Off-Site Review Committee

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.

TWU Response:

The institutional effectiveness program for administrative support services at Texas Woman’s University (TWU) involves regular activities performed at multiple levels. In particular, the University participates annually in the Texas Higher Education Coordinating Board’s (THECB) Accountability System, which allows TWU to gauge its performance against other universities across the state. The University maintains an independent Office of Internal Audits that performs a regular and rotating series of performance evaluations, the results of which are reported quarterly to the Board of Regents. TWU actively engages units in ongoing performance evaluation and improvement through its Office of Institutional Improvement. Because the findings of the Off-Site Review Committee centered on the ongoing assessment system in the Office of Institutional Improvement, the remaining discussion is focused in that area.

A comprehensive program for monitoring the effectiveness of administrative service units is overseen by the Associate Provost for Institutional Improvement. Overall, the Office of Institutional Improvement tracks 160 measures across 42 support units. Of this total, 74 measures relate to the performance of 20 units in support of administrative services. Each reporting unit at TWU identifies three or four key measures most meaningful to continuing operations. These measures are continually assessed to identify trends and make data-driven decisions. For each measure, the direction of the desired trend (increase, maintain, decrease) is identified and becomes the goal for analysis, discussion, and improvement. Each reporting unit determines how to regularly review the trend data and its use for improvement purposes. Once the measures have been identified and the process for regular review has been determined, units submit semi-annual reports that summarize observed trends, goal attainment, and planned improvement initiatives.

Table 3.3.1.2.A lists the 20 administrative support service units and summarizes the three to four meaningful measures tracked by each unit. These measures were developed and refined through group meetings, individual conferences, and open help sessions with the Associate Provost for Institutional Improvement. Table 3.3.1.2.A also shows the report submission history of each unit during the past ten years.

The current semi-annual reporting format represents a revision of and improvement over the former system introduced in 2003-2004. As illustrated in Table 3.3.1.2.A, the former system produced broad initial, though incomplete, usage by support units, but did not encourage sustained participation and reporting. The new system introduced in 2011 is straightforward, has fostered widespread participation, and has resulted in effective monitoring that emphasizes tracking meaningful measures. A complete report consists of two parts: the Institutional Improvement (I²) Report and the Institutional Improvement
(I) Dashboard. On the Report form, units identify the elements of TWU’s Mission relevant to the unit’s mission, state the unit’s key performance measures, explain why the identified measures are meaningful, indicate the direction of the desired improvement trend goal, and briefly discuss the observed trends in the meaningful measures. The units summarize the actions to be implemented in the coming period to improve performance and to achieve the desired goal. On the Dashboard form, units prepare charts that depict tracking data for key measures.

For example, in Institutional Development, the four meaningful measures are number of gifts, number of donors, number of first-time donors, and total dollars raised. Trend data reveal steady increases from 2003 to 2008 and a decline since 2008. The increase was due largely to new building campaigns for the Houston and Dallas centers. The analysis filed in March 2012 [2] suggested that the steady and loyal pool of donors had become fatigued. Thus, the University developed new tactics to cultivate more first-time donors, particularly younger alumni, thereby reducing the reliance on large one-time gifts. The dashboard and report filed in January 2013 [3] shows a continuing decline in number of donors, number of gifts, and total dollars raised but does reveal an increase in first-time donors, a key goal identified in March 2012. These encouraging results have been used to update strategies and adjust tactics for attracting first-time donors.

In the Office of Technology, the Service Desk measures call abandonment rate, first contact resolution rate, number of seconds to answer, and contacts handled per FTE staff. During the three years reported in March 2012 [4], call abandonment at TWU dropped dramatically from 8.6% to 3.2%, while the trend in the higher education Information Technology industry increased from 5.1% to 6.7%. This improvement was due to increased training for Service Desk agents, business process changes, and increased visibility of the abandonment rate metric among agents. The results reported in January 2013 [5] show continued improvement in number of seconds to answer and first contact resolution rate, both due to the continuing effect of ongoing staff training and process improvements that empower service desk agents to resolve issues at first contact. Also reported in January 2013, however, were an increase in call abandonment rate and a decline in the contacts handled per FTE staff. The former was due to an office reorganization that left two positions unfilled temporarily. The latter was a consequence of the subsequent full staff and new self-help procedures that allow technology requests to be handled via self-service. The contacts per FTE staff are expected to increase during the next reporting cycle due to an increase in enrollment.

Other sample reports from March 2012 and January 2013 detail ongoing monitoring and improvement activities in Facilities Management and Construction, Enterprise Programming and Reporting, and the Office of Research and Sponsored Programs [6]. For comparison, sample reports from the former system are also included [7].

The emphasis during the initial phase of the new assessment system has been participation and helping units feel more comfortable with the concept of tracking meaningful measures in an ongoing fashion. The iterative semi-annual reporting calendar encourages participation, but also promotes natural improvement that comes from repetition. The focus on participation will continue through the Summer 2013 reporting cycle. In subsequent periods, once the administrative units have multiple reports to use as source material, more attention will be given to improving the reports themselves and to helping units understand the relationship between strategies, actions, and outcomes.

Supporting Documents

[1] Table 3.3.1.2 Admin Support Services Assessment Activity 2003-2013
[7] Sample Reports from Former System
3.3.1.3 Institutional Effectiveness - Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in academic and student support services.

Findings of the Off-Site Review Committee

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.

TWU Response:

Ongoing assessment of the effectiveness of Texas Woman's University's (TWU) Academic and Student Support Services occurs at multiple levels and, in many cases, involves the same processes used in assessing administrative support services. Over half of the units monitored by the Office of Institutional Improvement offer services in support of academic and student success, and these units prepare semi-annual tracking reports of their progress on goals and desired outcomes. In addition, three key academic support units, the Math and Technology Success Center, the Science Learning Resource Center, and the Write Site, prepare detailed annual reports of their activities and performance on goals.

Office of Institutional Improvement

A comprehensive program for monitoring the effectiveness of academic and student support service units is overseen by the Associate Provost for Institutional Improvement. Overall, the Office of Institutional Improvement tracks 160 measures across 42 support units. Of this total, 86 measures relate to the performance of 22 units in support of academic and student support. Each reporting unit at TWU identifies three or four key measures most meaningful to continuing operations. These measures are continually assessed to identify trends and make data-driven decisions. For each measure, the direction of the desired trend (increase, maintain, decrease) is identified and becomes the goal for analysis, discussion, and improvement. Each reporting unit determines how to regularly review the trend data and its use for improvement purposes. Once the measures have been identified and the process for regular review has been determined, units submit semi-annual reports that summarize observed trends, goal attainment and planned improvement initiatives.

Table 3.3.1.3.A [1] identifies the 22 academic and student support service units and summarizes the three to four meaningful measures being tracked by each unit. These measures were developed and refined through group meetings, individual conferences, and open help sessions with the Associate Provost for Institutional Improvement. Table 3.3.1.3.A [1] also shows the report submission history of each unit during the past ten years.

The current semi-annual reporting format represents a revision of and improvement over the former system introduced in 2003-2004. As illustrated in Table 3.3.1.3.A [1], the former system produced broad, though incomplete, initial usage by the support units involved, but did not encourage sustained participation and reporting. The new system introduced in 2011 is straightforward and encourages
participation and monitoring. A complete report consists of two parts: the Institutional Improvement (I²) Report and the Institutional Improvement (I²) Dashboard. On the Report form, units identify the elements of TWU’s Mission relevant to the unit’s mission, state the unit’s key performance measures, explain why the identified measures are meaningful, indicate the direction of the desired improvement trend goal, and briefly discuss the observed trends in the meaningful measures. The units summarize the actions to be implemented in the coming period to improve performance and to achieve the desired trend goal. On the Dashboard form, units prepare charts that depict tracking data for key measures.

For example, as detailed in its March 2012 dashboard and report [2], Disability Support Services student applications for service increased by nearly 50% between 2007 and 2011, as a result of publicity efforts including syllabus statements, university publications, the student newspaper, and participation in events directed toward prospective students. The number of students eligible to receive services also increased. Thus, the professional staff increased appointment times to meet with students and provide special testing accommodations. The applications continued to increase through the end of 2012, as noted in the January 2013 report [3]. This increase has placed added pressure on current staff. Existing staff have conducted interviews to replace current vacancies, and a request for additional staff has been made for the next academic year in order to sustain the goal of increased service.

In University Housing, Living-Learning Communities (LLC) provide out-of-classroom learning opportunities to strengthen student intellectual and personal growth. Communities are designed to integrate curricular and co-curricular experiences that complement and extend classroom learning and foster faculty and resident interaction to enhance personal development and promote retention. Data tracked from 2002-2011 and reported in March 2013 [4] reveal one-year retention rates are higher for LLC participants compared to overall FTIC retention, with LLC students averaging 77.0% retention and overall FTIC students averaging 71.8%. Through the end of 2012, reported in January 2013 [5], the unit continued to meet its goal of having higher retention for LLC students compared to FTIC students. Though still higher than the FTIC rate, the LLC retention rate did decline slightly, prompting housing staff to make adjustments to some LLC living arrangements (e.g., relocating Sophomore Honors students to apartment-style units). Housing staff members review data at weekly coordinating team meetings, monthly department meetings, periodic workshops, and annual department staff planning retreats.

In the Counseling Center, which provides psychological services to students, data about meaningful measures are reviewed by the Director and the Student Service Fee Allocation Committee, both of which hold the Center accountable for performance. The Center’s Mental Health Outreach programming promotes academic and personal well-being to enhance the chances of overall student success. The March 2012 dashboard and report [6] indicated the number of students who meet the learning objectives for the sessions had increased from 90% to 98% over the past five years, which met the goal of the unit. This goal continued to be met through the end of 2012, detailed in the January 2013 report [7], with an increase to 98.2%.

Other sample reports from March 2012 and January 2013 detail ongoing monitoring and improvement activities in TWU Libraries, Fitness and Recreation, Commuter and Non-traditional Student Services, Student Health Services, and Career Services [8]. Sample reports from the former system are also included [9].

**Academic Affairs Support Services**

The Math and Technology Success Center assists TWU students in reaching educational goals in math and technology through technology programs and individual or group tutoring. The Center monitors its service levels and performance on an ongoing basis, and the Coordinator of Tutoring prepares an extensive annual report. Samples of reports for 2009, 2010, 2011, and 2012 are provided [10] [11] [12].
Total visits increased substantially between 2010 and 2011, resulting from continued campus-wide promotion of the Center and student networking, and again between 2011 and 2012. The Center documented 10,726 visits in 2011, a 27% increase over 2010, and reported 13,760 visits in 2012, a 28% increase over 2011. In general, students who utilized the Math and Technology Success Center earned high pass rates for math and technology courses, the goal of the center.

The Science Learning Resource Center (SLRC) was established by a grant from the National Science Foundation in 1978. The Center offers a variety of free resources for freshmen and sophomore students taking science and science-related courses. Tutoring for select junior and senior level courses is available in one-on-one and group formats. The Center’s 2012 Annual Report [14] identifies four key outcomes and assessments within the context of the University Mission. One of the key goals of the SLRC is to improve the understanding of science course material, resulting in higher course grades for frequent users of the Center (five or more times per semester). In Fall 2008 and Fall 2009, the average GPA for frequent users was 0.93 points higher than for infrequent users. In Fall 2011, the average GPA was 0.42 points higher for frequent users. Results indicate the smaller increase in 2011 may have been due to lower initial GPAs of students utilizing the Center and/or the increased demand. To better pinpoint the cause, individual classes are being analyzed for possible improvement tactics. The results of this analysis will be reported in the 2013 Annual Report, which will be completed at the end of the Spring 2013 semester.

The Write Site assists TWU students to improve writing skills. Services include individualized or group face-to-face writing instruction at any stage of the writing process (pre-writing, brainstorming, drafting, organization, or revision), online writing instruction through the Online Writing Lab, and workshops related to thesis development, documentation, plagiarism, and other topics. The Write Site produces an annual report that identifies objectives and outcomes for the year [15] [16] and the extent to which those objectives have been met. The Site conducts regular post-appointment satisfaction surveys to monitor its performance. Data collected from students following their appointments resulted in three recent changes: (a) increased time for each tutorial session, (b) implementation of an online synchronous real-time appointment system, and (c) evening and weekend tutorial hours in the main library in Fall 2012.

Supporting Documents

[1] Table 3.3.1.3.A Academic and Student Support Services Assessment Activity 2003-2013
[9] Sample Reports from Former System
3.3.1.5 Institutional Effectiveness - Community and Public Service within its Mission

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in community and public service within its mission.

Findings of the Off-Site Review Committee

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.

TWU Response:

Texas Woman’s University (TWU) identifies expectations for community/public service activities through outcomes and objectives which align with both the TWU Mission Statement and the TWU Academic Strategic Plan 2011-2014. Achievement of the outcomes and objectives are assessed and used for continuous improvement of community and public service activities.

Outcomes/Objectives

TWU’s Mission Statement places preparing students for leadership and service at the core of expected outcomes of a TWU education:

Texas Woman’s University builds on its long tradition as a public institution primarily for women by educating a diverse community of students to lead personally and professionally fulfilling lives. TWU prepares women and men for leadership and service through high quality undergraduate, graduate and professional programs on campus and at a distance. A TWU education ignites potential, purpose and a pioneering spirit. [1]

TWU’s community and public service activities achieve one or more of the following specific outcomes:

- Relate and extend degree programs and student development initiatives into the community
- Provide opportunities for students to develop leadership and service
- Benefit the community or public by sharing TWU’s experience and resources
- Provide opportunities for faculty to achieve service goals.

TWU’s Academic Strategic Plan 2011-2014 [2] provides further detail about the University’s community and public service activities:

**Strategic Direction 2:** Support excellence in scholarship, teaching, and service to recruit and retain students and faculty, and to increase institutional recognition.

**Objective 6:** Support and recognize excellence in teaching and service that emphasizes the university’s mission and academic vision.

**Strategic Direction 3:** Foster a learning environment focused on the success of students to live, work, and lead in a diverse and complex world.
**Objective 4:** Provide and strengthen university infrastructures that support teaching, learning, service, and scholarship, including access to scholarly information and instructional resources.

**Objective 5:** Develop educational, civic, and business partnerships that enrich student learning, address community needs, and provide opportunities for service.

**Achievement of Objectives, Ongoing Assessment, and Improvement of Services**

TWU’s community and public service programs extend from degree programs and student development initiatives, both of which relate to the mission. The programs provide opportunities for students to develop leadership and service and at the same time afford benefits to the community or public. TWU faculty achieve service goals which also extend TWU’s outreach. These community and public service programs and activities are assessed with a variety of measures appropriate for the specific initiative, and improvements in the quality of services are initiated when a need is indicated by assessment results.

Described below are TWU community and public service initiatives in five categories: (a) Community and public service integrated with academic programs, including collaborations with public schools; (b) TWU clinics and institutes serving the public; (c) Public service by the TWU Libraries; (d) Community and public service integrated into student development activities; and (e) Community and public service by faculty. Tables in the Supporting Documents provide examples of the specific types of community/public service activities with their relationship to the TWU mission, methods used to assess them, results of the assessment, and ways results were used to improve the quality of services.

Table 3.3.1.5.A [3] shows goals of sample initiatives related to degree programs. Community and public service opportunities are offered by TWU departments and programs which provide intellectual and artistic events that are generally free and open to the public. The College of Arts and Sciences sponsors the Public Affairs Forum [4], a collaborative, interdisciplinary forum for students, faculty, staff, and community members to engage in thoughtful, civil discourse about important contemporary issues--political, social, cultural, and economic. A variety of academic programs have also sponsored activities targeted at the education and development of school-age students. The Edible Car Contest [5], Science Fair [6], Girls, Inc. Math & Science Day [7], and Expanding Your Horizons [8] focus on the interaction of students with math and science. The Department of Dance offers Kids Dance and Community Dance [9] to promote dance activity among community members. The Program in Drama sponsors a Children’s Theater while the Program in Fashion and Textiles offers Fashion Camps [10]. A Department of Communication Sciences and Disorders program for Girl Scouts provides information on communication modes through an interactive format. The Dental Hygiene curriculum includes student participation in community service activities. Emeritus College, offered in collaboration with the University of North Texas to seniors, ages 50+, provides a learning and networking opportunity through participation in classes offered by current and retired TWU faculty. For many of these events, participation is one measure of goal achievement as shown in Table 3.3.1.5.B [11].

Students across the university complete internships and field experiences to develop workplace skills while providing service. For example, Women’s Studies has placed students in a variety of internships which allow students to perform community service. The Chiapas Project, Human Rights Initiative, Mosaic Family Services, Friends of the Family, and AIDS Services of North Texas are examples. Professional organizations sponsored by academic programs also involve students in community/public service. Students in Free Enterprise (SIFE) projects include: (1) Empowering a village in Belize by establishing a children’s library, giving scholarship funds to children to complete school, and helping village women develop a business selling their crafts; (2) Hosting workshops and providing professional development support to the Denton County Friends of the Family; and (3) Partnering with the United Way of Denton County to provide free tax filing assistance to the TWU community.
TWU research and grant-funded projects also contribute to meeting community and public service goals as shown in Table 3.5.1.1.C [12], which lists TWU service grants from 2007 to 2013. Led by Dr. Judith McFarlane, 12 College of Nursing--Houston faculty and doctoral students are participating in a 7-year grant-funded commitment to provide evidence-based policy for best programs development for abused women and children. The program extends the TWU mission of excellence in scholarship to stakeholders and policymakers who work with abused children. A second College of Nursing research initiative is a community assessment of the health of rural adolescents in four Texas counties.

Table 3.3.1.5.D [13] relates the goals and assessment of community service initiatives offered jointly with public schools to TWU’s community and public service outcomes. For example, TWU received the 2009 STAR Award from the Texas Higher Education Coordinating Board for a program established jointly with the Dallas Independent School District (DISD). The Partnering for Teachers program was honored as a model for partnerships between institutions of higher education and other entities in Texas. Over 10 years, the alternative certification program trained more than 2,500 DISD administrators, school librarians, and teachers, particularly those in math, science, and bilingual education, areas of teacher shortage. TWU provided graduate course work, curriculum development and support, and scholarships as a part of the DISD certification program. The results of TWU’s 2010 analysis of the impact of the program and its financial viability indicated that the goals of the program were being met and that it was financially viable for TWU [14] [15]. Previous reviews resulted in the addition of distance components to coursework to best meet the scheduling needs of the program. Despite this positive review, the program has been temporarily suspended because of the impact of the economic downturn on the DISD.

Another example of TWU/school district partnerships is the Sherrill’s Teaching and Research (STAR) Community-based Program operated by the Department of Kinesiology adapted physical education program. The program provides opportunities for bachelor’s, master’s, and doctoral students to interact with Denton School District (DenISD) students with disabilities who come to the University weekly for planned activities. The program benefits DenISD students through development of motor skills and fitness levels to allow them to interact with their families on outings or to join sports teams. DenISD staff learn strategies to use during physical education classes. The program’s application for the THECB Star Award clearly depicts the public service provided by the program including its outreach to 590 DenISD students with disabilities from 2003 to 2010 [16].

TWU partners with the Irma Rangel Young Women’s Leadership School in the Dallas School District to offer the Fit to Lead Camp each summer. The camp brings middle school students from the all-girl school to the TWU campus to focus on preparation for college through development of leadership skills, team building, healthy nutrition, and interaction with TWU students to encourage a college-going culture.

Table 3.3.1.5.E [17] provides examples of TWU clinics and institutes that provide educational and service opportunities for faculty and students and also achieve community and public service outcomes: the Speech-Language and Hearing Clinic [18], the Stroke Center, Dallas [19], the Dental Hygiene Clinic [20], the Institute for Women’s Health [21], and the Counseling and Family Therapy Clinic [22]. A center or institute must have congruence with the mission of the University. TWU Policy 2.17 [23] describes the purpose of centers and institutes along with the guidelines for establishing and operating them. According to the policy, a center or institute must have the following characteristics:

- A defined purpose directly related to TWU’s role and scope and its instructional, research, and/or service programs
- A stated primary purpose of one of the following: instruction, research, or service
- Activities dealing with a current issue, need, or problem [23]
Each institute and center listed above relates directly to TWU academic programs and performs one or more instructional, research, and service purpose. Methods of assessment vary by the nature of the project. For example, the TWU Institute for Women’s Health offers the Exercise and Sports Nutrition Clinic to provide health and fitness assessments for the Denton community. In addition, the Institute annually offers its Power of a Healthy Woman symposium in collaboration with Texas AgriLife Extension Service to increase awareness and knowledge about health risks, disease prevention, and health promotion among women [21]. As another example, the Dental Hygiene Clinic [20] provides dental hygiene services to many community individuals as a part of its educational program. In 2011-12, the clinic served more than 1,500 individuals. In addition, the Dental Hygiene Clinic was used as a patient-care learning laboratory for approximately 14,256 total student hours.

The TWU Libraries contribute to TWU’s commitment to community service by providing exhibits and cultural events that are free and open to the community. The Libraries utilize assessment information to make improvements in its community service offerings as illustrated in Table 3.3.1.5.F [24]. These events extend the learning environment to the community and foster “town and gown” collaborations. In addition, Blagg-Huey Library (Denton) has a long tradition of providing guest access to library-subscribed electronic information sources through computer workstations designated for guest usage and extending access to print collections through the issuance of courtesy cards. The Libraries identify expected outcomes for outreach to the community, promoting literacy and access to information, and the number of contributions to community collaborations. Success is measured by attendance at programs, audience participation, and even news coverage for the events. Annually, the Libraries compile statistical data on guest usage of computer workstations and the number of courtesy cards issued. In 2009-10, Blagg-Huey Library in Denton provided computer workstations to 869 community guest users and issued 262 courtesy cards. In 2010-11, the Libraries provided computer access to information sources to 891 guest users and issued 214 courtesy cards.

The relation of the goals and assessment of example student development activities to TWU community and public service outcomes are shown in Table 3.3.1.5.G [25]. TWU students are provided opportunities and experiences that enhance leadership capacities and volunteerism such as those facilitated through the Office of Student Development and Volunteer Services, which has the following goals: impart knowledge to students regarding volunteerism/service and service-learning through the facilitation of workshops, lectures, and encouraging active reflection and processing; assist students in translating the skills and knowledge learned in the classroom to community contributions through varied opportunity offerings and actively collaborating with faculty/staff; and offer students a platform to develop an appreciation for humanitarianism and civic engagement through continual assessment [26]. Many TWU student organizations also conduct service activities as part of their mission. For example, Honors Scholars members must complete 12.5 hours of community service each semester [27].

Faculty are actively involved in community and public service activities in support of the TWU mission. Faculty also serve as voluntary consultants on matters of local or national importance, including review panels, advisory councils, and boards. University standards and department criteria for annual review [28], promotion and tenure [29], and post-tenure review [30] include requirements for service. Annual reviews include self-evaluation, peer review, and component administrator reviews. Goals in the area of service are established by faculty members each year. Annual faculty performance reviews provide data regarding the nature and extent of service activities. Progress toward these goals is assessed through peer review in academic departments, by the department chair/program director, and dean. When faculty are reviewed for promotion and/or tenure, the rigorous process includes review by peers, administrators, and the Board of Regents to determine whether standards, including service, are met.
Supporting Documents

[1] TWU's Mission
[3] Table 3.3.1.5.A - Goals and Assessments of Community Programs
[4] Learn About the World Public Affairs Forums
[5] Edible Car Contest
[6] Science Fair
[8] Expanding Your Horizons
[9] Community Outreach
[10] Fashion Camps
[11] Table 3.3.1.5.B - Attendance at TWU Community Programs
[12] Table 3.5.1.1.C - Active External Service Grants
[13] Table 3.3.1.5.D - Goals and Assessments of Programs Offered Jointly
[14] Impact of DISD Alternative Certification Program
[16] STAR Community-based Program Star Award Application 2011
[17] Table 3.3.1.5.E - Goals and Assessments of TWU Clinics and Institutes
[18] Speech-Language and Hearing Clinic
[19] Stroke Center Dallas
[20] Dental Hygiene Clinic
[21] Institute for Women's Health
[22] Counseling and Family Therapy Clinic
[23] Policy 2.17 Centers or Institutes - Policy and Guidelines
[24] Table 3.3.1.5.F - Goals and Assessments of Public Service Offered by the TWU Libraries
[25] Table 3.3.1.5.G - Goals and Assessments of Community and Public Service Integrated into Student Development Activities
[26] Volunteer Services
[27] Honors Scholars Service Opportunities
[28] Framework for Annual Faculty Performance Review
[29] Board of Regents Policy 5.06 Faculty Promotion and Tenure
[30] Post-Tenure Review
3.4.11 Academic Program Coordination

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

Findings of the Off-Site Review Committee

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 the 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 Visual Arts 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 cannot be verified. In addition, the academic coordinator for M.S. in Exercise and Sports Nutrition holds a PhD in Animal Science and appears not to be qualified; and the coordinator for the B.S. in Dental Hygiene holds an M.S. in Curriculum and Instruction and does not appear to be qualified.

TWU Response:

Faculty members chosen for academic department chair or program coordination positions are highly qualified in their disciplines. The following information is provided to clarify the credentials of the individuals identified by the off-site committee:

Coordinator for the Visual Arts – Michelle Hays

Ms. Hays came to Texas Woman’s University (TWU) as an Associate Professor and Chair of the Department of Visual Arts in July 2012. TWU included a faculty roster of all instructors teaching courses in the Fall 2011 and Spring 2012 terms in the Compliance Certification. Because Ms. Hays did not begin her service at TWU until Summer 2012, her name did not appear on the Faculty Roster.

Michelle Hays holds a Master of Fine Arts (MFA) degree with a major in Graphic Design from the Rhode Island School of Design. She served Texas State University-San Marcos (TSU-San Marcos) as Coordinator of the Communication Design Program for two years prior to coming to TWU. She was one of the two founding core faculty members at TSU-San Marcos responsible for the development of program policies, procedures, and initiatives, and was responsible for implementing and evaluating program objectives. In addition to her faculty and administrative roles, Ms. Hays has 16 years of design experience as an art director and designer. Ms. Hays’ CV and transcript are provided for review [1].
Coordinator for the M.S. in Exercise and Sports Nutrition – Nancy DiMarco

Dr. Nancy DiMarco received her PhD in Animal Science with a major in Nutritional Physiology from Iowa State University and completed a post-doctoral research fellowship at the Ohio State University in the Department of Physiological Chemistry. Dr. DiMarco holds the following related certifications and licensures:

- Board Certified Specialist in Sports Dietetics (CSSD)
- Registered and Licensed Dietitian (RD, LD)
- Certified Densitometer Technologist (CDT)

Dr. DiMarco has served TWU for 34 years as a faculty member in the Department of Nutrition and Food Sciences, where she is a full professor. She also serves as the Director of the TWU Institute for Women’s Health. Dr. DiMarco has published numerous chapters and peer-reviewed articles in the area of exercise and sports nutrition. She has an international reputation in the field of nutrition and exercise and frequently is invited to speak at regional and national academic conferences. She has received substantial funding from state and national agencies and was one of three individuals selected to rewrite the position statement on Nutrition and Exercise for the American College of Sports Medicine, Dietitians of Canada, and the American Dietetic Association in 2005. She is a Fellow of the American College of Sports Medicine and the recipient of numerous honors and awards including the following:

- 2007 – Texas Dietetic Association’s Distinguished Scientist Award
- 2007 – Cambridge Who’s Who Among Executive and Professional Women in Dietetics and Nutrition
- 2009 – Sports, Cardiovascular, and Wellness Nutrition (SCAN) award from the dietetic practice group of the Academy of Nutrition and Dietetics

Dr. DiMarco’s transcripts and CV are provided for review [2].

Coordinator for the B.S. in Dental Hygiene – Patricia Nunn

Patricia Nunn is a Registered Dental Hygienist (RDH) and holds a BS in Health Occupations and an MS in Curriculum and Instruction. She serves TWU as a Clinical Associate Professor of Dental Hygiene. Ms. Nunn’s credentials and professional experiences are consistent with education program standards of the Commission on Dental Accreditation (CODA):

**Standard 3-3: The program administrator must be a dental hygienist who is a graduate of a program accredited by the Commission on Dental Accreditation and possesses a masters or higher degree or is currently enrolled in a masters or higher degree program or a dentist who has background in education and the professional experience necessary to understand and fulfill the program goals.** [3, page 27]

**Dental Hygiene Standards -27-Intent: The program administrator’s background should include administrative experience, instructional experience, and professional experience in clinical practice either as a dental hygienist or working with a dental hygienist.** [3, pages 28-29]

In her nearly 40 years as a dental educator, Patricia Nunn has served as a dental hygiene program director for a total of 23 years, and as full Professor and Chair of the Department of Dental Hygiene at the University of Oklahoma College of Dentistry. Ms. Nunn has experience working alongside foremost dental education experts in American Dental Education Association activities helping to form educational policy and standards. She is currently serving as a dental hygiene educational consultant for the
Commission on Dental Accreditation and is a member of the American Academy of Periodontology’s Education Committee. Ms. Nunn served in dental education leadership for many years in the American Dental Education Association (ADEA), including a term as Vice-President for Allied Dental Program Directors. During her tenure with ADEA, she was instrumental in developing competencies for both the master’s degree in dental hygiene and for the development of competencies for dental hygiene entry-level education. In 2010, Ms. Nunn was honored as the first dental hygiene educator ever to receive the William J. Gies Award. “The William J. Gies Awards for Vision, Innovation and Achievement are the pre-eminent recognition of exceptional contributions to and support of oral health and dental education around the world.” Awarded by the ADEA Gies Foundation, the award recognizes “those who blaze a path for a new generation of leaders in dental education” [4].

Ms. Nunn has made significant contributions to the body of dental hygiene knowledge, including in-depth research and a seminal article on the status of dental hygiene faculty in the U.S., and led the TWU Dental Hygiene Program through a successful Commission on Dental Accreditation (CODA) reaccreditation process in 2012-2013. Ms. Nunn’s transcripts and CV are provided for review [5].

Supporting Documents

[1] Hays CV and Transcripts
[2] DiMarco CV and Transcripts
[5] Nunn CV and Transcripts
3.7.1 Faculty Competence

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

Findings of the Off-Site Review Committee

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.

TWU Response:

A modified Faculty Roster Form that identifies the seven faculty members for which additional information has been requested is attached [1]. The modified form shows (a) the faculty member’s name, (b) the courses in question, (c) the academic degrees and coursework from the original form, (d) the other qualifications and comments from the original form, and (e) the off-site committee comments and the Texas Woman's University (TWU) response. For each faculty member, the Off-Site Committee Comment and TWU response is also shown below:

Brian Beck

Off-Site Committee Comment: It is not clear that a PhD in Biochemistry qualifies one to teach human biology courses.

The connection between biochemistry and human biology is well established in textbooks and research journals. See attached table of contents for Textbook of Biochemistry and Human Biology (Third Edition) [2] and full text article “The Biochemistry of Aging Muscle” [3] as examples of this connection. The distinction between molecular biology and biochemistry is increasingly blurred in today’s interdisciplinary environment. For example, the study of aging can be approached from multiple perspectives that span the cellular mechanisms of aging to the physical, behavioral, and social manifestations of aging. In terms of contemporary biological research, one primary emphasis is on the underlying biochemical and genetic processes that cause cells and organisms to age, e.g., apoptosis is the process of programmed cell death that would be more appropriate for a biochemist or molecular biologist to study than an organismal biologist. Dr. Brian Beck’s terminal degree in biochemistry qualifies him to conduct research and teach aging, particularly from a molecular and physiological perspective. The syllabus for Human Biology includes molecular genetics, physiology, and biochemistry [4].
Kathryn Brown

*Off-Site Committee Comment: Teaching a graduate level course without a terminal degree.*

Because of her 10+ years of experience as a physical education teacher and coach, with 18 presentations at fitness and physical education professional meetings, Ms. Brown was initially assigned to work with one student in the individual study course, “Secondary Physical Education Pedagogy,” following the departure of its originally scheduled instructor. However, Ms. Brown did not teach the course because Dr. Leslie Graham (PhD in Kinesiology from TWU) was hired to teach the course. The late change was not noted in the course scheduling system. Ms. Brown’s CV is provided for review [5].

Kristen Ring

*Off-Site Committee Comment: Teaching a graduate level course without a terminal degree.*

The course in question is an individual study, “Therapeutic Exercise in Athletic Training,” offered to one post-baccalaureate student to meet licensure requirements as an Athletic Trainer. The instructor’s long experience as Head Athletic Trainer and State Licensure Examiner qualified her to teach the special-case course. Ms. Ring’s CV is provided for review [6].

Kimberly Mory

*Off-Site Committee Comment: Teaching a graduate level course without a terminal degree and no additional info was provided.*

The COMS 5353 Dysphagia course was co-taught by the lead instructor, Erika Armstrong (PhD in Communication Disorders from the University of Texas at Dallas) and Ms. Mory, who was invited to participate because of her expertise in dysphagia. Ms. Mory has over ten years clinical experience providing dysphagia treatment, plus one refereed publication and four presentations at professional meetings on dysphagia and swallowing disorders. Her CV is provided for review [7].

Ariel Cooksey

*Off-Site Committee Comment: There is no degree listed for the faculty member.*

Ms. Cooksey is a GTA with 18 hours of graduate course work in Sociology (listed on the original roster form). She holds a BA in General Studies from the University of North Texas.

Bilal Sert

*Off-Site Committee Comment: No degree listed.*

Ms. Sert is a GTA with 18 hours of graduate course work in Sociology (listed on the original roster form). She holds an MA in History from Gazi University (Turkey).
Amalia Diamondramirez

Off-Site Committee Comment: No degree listed.

Ms. Diamondramirez is a GTA with 18 hours of graduate course work in Women’s Studies (listed on the original roster form). She holds a BA in American Studies from the University of Texas at San Antonio.

Supporting Documents

[1] Modified Faculty Roster Form
[4] Syllabus for BIOL 1012 Human Biology
[6] CV Kristen Ring
[7] CV Kimberly Mory
3.8.3 Qualified Staff - Library

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

Findings of the Off-Site Review Committee

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’ specialty 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.

TWU Response:

The amended Summary Institutional Form [1] indicates professional experience, subject area expertise, and the sites at which TWU librarians work. The form contains links to resumes that provide detailed information about the education, expertise, and subject area experience of librarians. In addition, summary institutional forms are presented for the Dallas [2], Denton [3], and Houston [4] sites. The updated organizational chart [5] clarifies how staff are distributed by department and site.

TWU Librarians are professional staff. Although they do not have faculty rank, librarians are represented in the Faculty Senate; and they contribute to academic and governance matters.

Supporting Documents

[1] Summary Roster
[2] Dallas Roster
[4] Houston Roster
[5] Organizational Chart
3.9.3 Qualified Staff – Student Affairs

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

Findings of the Off-Site Review Committee

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.

TWU Response:

Texas Woman’s University (TWU) shares the SACS commitment to an adequate number of qualified student affairs staff to assure the quality and integrity of its programs. At TWU, the Student Life Division is involved in all phases of the student’s tenure from selecting TWU until graduation. The Student Life Division is comprised of 251 employees, including 21 directors and 21 assistant directors, distributed among the following offices: Student Life, Admissions, Registrar, Financial Aid, Student Records, Alumni Relations, Career Services, Center for Student Development, Commuter and Nontraditional Student Services, Conference Services, Student Life Development, Counseling Center, Disability Support Services, Food Services, Student Health Services, Intercollegiate Athletics, International Education, Intercultural Services, Student Union, University Housing, and Fitness and Recreation [1].

The qualifications of personnel within the division encompass both education credentials and relevant experience. The resumes for key staff are provided [2].

Supporting Documents

[1] Student Life Organization Chart
[2] Division of Student Life Summary
3.10.2 Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Findings of the Off-Site Review Committee

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.

TWU Response:

The Off-Site Committee indicated that TWU complied with federal regulations; however, they requested information on Chapter 321 of the Texas Government Code.

The Texas State Auditor’s Office (SAO) conducts audits of the financial aid programs administered by all state universities, including TWU. The SAO conducted an audit of state financial aid programs in 2009 [1] in accordance with Texas Government Code (TGC), Title 3, Subtitle C, Chapter 321 [2] and TGC, Title 10, Subtitle C, Chapter 2101 [3]. TGC, Title 3, Subtitle C, Chapter 321 describes responsibilities of the SAO. Specifically, the 2009 audit was a compliance audit described in Chapter 321, Section 0132 [4] as well as an economy and efficiency audit described in Chapter 321, Section 0133 [5]. Accounting procedures for state audits are described in TGC, Title 10, Subtitle C, Chapter 2101 [3].

The state audit determined the compliance of state loan, grant, and scholarship programs with:

- Texas Education Code, Chapter 52
- Texas Education Code, Chapter 56
- Texas Administrative Code, Title 19, Part 1, Chapter 21
- Texas Administrative Code, Title 19, Part 1, Chapter 22.

Texas Education Code, Chapter 52 [6], gives the Texas Higher Education Coordinating Board authorization to create and oversee state student loan programs. Texas Education Code, Chapter 56 [7], establishes general provisions for state financial assistance programs. Texas Administrative Code, Title 19, Part 1, Chapter 21 [8] and 22 [9], describe state loan, grant, and scholarship programs under the coordination of the Texas Higher Education Coordinating Board.

Supporting Documents

[1] State of Texas Audit Compliance with State Programs 2009
[7] Texas Education Code, Chapter 56
[8] Texas Administrative Code Chapter 21
[9] Texas Administrative Code Chapter 22
3.10.3 Control of Finances

The institution exercises appropriate control over all its financial resources.

Findings of the Off-Site Review Committee

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.

TWU Response:

TWU’s Office of Internal Audits (OIA) reports directly to the University’s Board of Regents to create separation of duty and ensure unbiased review of risk. The Office works with the executive cabinet to perform audits that examine operational efficiency, policy compliance, and fiscal responsibility. OIA financial audits include testing to determine proper controls over cash receipts, purchasing, account reconciliation, and safeguarding of assets. OIA performs follow-up audits to verify actions taken by management to implement any recommendations. Audit results and subsequent follow-up audits are reported to the Board of Regents quarterly. Together, these steps demonstrate assurance and evidence that proper controls are in place and operating as intended.

The Cash and Cash Receipts audit [1] [2] and Investments audit [3] [4] are provided as examples of auditing of controls in finance. The Cash and Cash Receipts audit [1] found the cash receipting processes and procedures to be effective with proper controls in compliance with the University Cash Receipts Policy; however, recommendations were related to ensuring cashier security devices are operational, formalizing the Cash Handling Training, and improving the security of cash receipts at the Dallas-Parkland campus. As shown in the follow-up audit [2], management made changes in accordance with the recommendations, demonstrating a complete cycle of verification and improvement.

The Investments audit [3] concluded that TWU complies with the Public Funds Investment Act (PFIA) (Government Code, Section 2256). Management controls on investments are effective and adhere to the TWU Investment Policies. Two recommendations were offered. The first recommendation was to ensure that the investment policies address the quality and capability of investment management as required by Sec 2256.005 of the PFIA. The second recommendation was to ensure that copies of the investment policies are submitted to the Legislative Budget Board and State Auditor's Office in compliance with the General Appropriations Act. As shown in the follow-up audit [4], management addressed the recommendations.

OIA continuously audits all aspects of TWU’s operations, controls, and risks. Other recent audits that demonstrate that proper controls are in place, operating as intended, and demonstrating continuous improvement are included:

- Oracle Financial [7] [8]
- Procurement Cards [9] [10]
• Travel [11] [12]
• Construction [13] [14]
• Payroll [15]
• Purchasing/Disbursements/Accounts Payable [16]

Supporting Documents

[1] Cash & Cash Receipts
[2] Cash & Cash Receipts Follow-up
[3] Investments
[4] Investments Follow-up
[6] Accounts Receivable Follow-up
[8] Oracle Financial Follow-up
[9] Procurement Cards
[10] Procurement Cards Follow-up
[12] Travel Follow-up
[13] Construction
[14] Construction Follow-up
[15] Payroll
[16] Purchasing Disbursements Accounts Payable
3.10.4 Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Findings of the Off-Site Review Committee

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.

TWU Response:

Texas Woman’s University (TWU) has processes and procedures to maintain financial control over externally-funded or sponsored research and program through its internal audit process. Audits are routinely conducted by TWU’s Office of Internal Audits for research grants and sponsored projects. Some audits have focused on specific grant administration processes and procedures while other audits have examined various aspects of compliance for specific grants. The following sampling of audits exemplifies the processes and procedures in place for the financial management of externally funded grants.

- At the request of the Office of Research and Sponsored Programs (ORSP), a 2010 audit of the Time and Effort Reporting policy and procedures [1- includes audit and follow-up] was conducted to ensure their effectiveness, proper controls, and compliance with applicable policies, regulations, and laws. The single recommendation was that management consider backing up the certified personnel activity reports in an electronic format. The recommendation was adopted and has now been implemented as part of the time and effort process within ORSP.
- Audits are also scheduled as mandated by funding agency requirements. One example is the audit conducted for the Joint Admissions Medical Program Expenditures (JAMP) grant [2]. The audit specifically examined the appropriateness of JAMP expenditures as well as assurance that the institution is in compliance with the JAMP Expenditure Guidelines. The audit found no instances of non-compliance.
- Other audits of grants are performed on an ongoing basis as scheduled by the TWU Office of Internal Audits and approved by the Board of Regents. The most recent audit of research grants was conducted in January 2012 and focused on one grant - the I3 Reading Recovery grant [3], a subaward from Ohio State University on a grant from the US Department of Education. The audit examined financial compliance including adherence to subaward procedures, fund distribution, certification and assurances, compliance of expenditures, adherence to cost-share requirements (matching funds), and invoicing. The audit resulted in no recommendations.

Supporting Documents

[1] Time and Effort Audit
[3] Reading Recovery Audit
3.13 Policy Compliance

The institution complies with the policies of the Commission on Colleges.

3.13.1 Accrediting Decisions of Other Agencies

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.

Findings of the Off-Site Review Committee

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).

TWU Response:

Texas Woman’s University (TWU) maintains disciplinary accreditations, certifications, and/or approvals of 20 academic programs by 19 national accrediting agencies. The complete list of accreditations is published in the TWU Fact Book [1] and may also be found in list form [2] and table form [3] on the TWU website. These three sources show the name of the academic department, the program, the degrees involved, the accrediting organization, the date of the last accreditation visit, the accreditation status of the program, and the date of the next review, as illustrated below:

Department: School of the Arts/Dance
Program: Dance
Degree(s): B,M,D
Organization: National Association of Schools of Dance (NASD)
Last Accredited: 2007
Status: Accredited
Next Review: Feb 2013

This information is updated regularly as site visits occur and the results of those visits become known. For example, the site visit for Dance was just completed on February 7, 2013; and the accreditation status, dates, and next review will be updated when TWU receives a response from the NASD. Currently, all programs have full accreditation, approval, or certification with the exception of the Specialist program in School Psychology, which has Conditional Approval by the National Association of School Psychologists through December 31, 2013. To retain full approval, TWU will submit by September 15, 2013 a report addressing the conditions specified by NASP [4].
As noted by the Off-Site Review Committee, a partial listing of accrediting organizations is also listed in the Graduate Catalog [5], though this listing lacks the detail offered in the three sources cited above since the catalog is printed to cover a two-year period and cannot be updated with the same regularity as the online sources.

To insure that TWU describes itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, every accreditation self-study document is reviewed by the Associate Provost for Institutional Improvement. A meeting is held with the department chair and other relevant administrators to discuss any needed changes or modifications.

For example, in preparation for the Dance site visit noted above, the Associate Provost reviewed the self-study document and met with the Chair of the Department of Dance and the Dean of the College of Arts and Sciences on November 8, 2012 to review a number of necessary changes. In particular, the core values of the university articulated in the self-study were slightly different than those found on the TWU website, the institutional growth rate reported in the self-study was miscalculated, the name of the office associated with academic assessment was out-of-date, and the description of the university’s course evaluation system was inaccurate. All of these issues were discussed and corrected (see attachment [6] for before and after examples) before the self-study was finalized and submitted for review by the accrediting organization.

Though the structure of each accreditation self-study document is somewhat different, the process described above insures that the content of each self-study is consistent across the university. One typical area of common content is the university mission statement, which is the first area checked for consistency. Pages from recent self-studies in Social Work, Dietetics, Health Studies, and Dance are attached to illustrate consistency with which the TWU Mission Statement is used in accreditation self-studies [7].

Only one accreditation disciplinary accreditation has been allowed to lapse. On December 31, 2004, the conditional accreditation of the Master’s in Family Therapy program by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) lapsed due to two unmet standards [8]. Instead of re-applying for CACREP accreditation, the decision was made by faculty and administrators to seek accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), because the curriculum and theoretical viewpoint of the faculty were felt to be in better alignment with COAMFTE guidelines [9]. The budget request for seeking COAMFTE accreditation has been made for the upcoming fiscal year [10].

Supporting Documents

[1] List of Accreditations from Fact Book
[2] List of Accreditations from TWU website
[3] Table of Accreditations from TWU website
[5] Partial List from Graduate Catalog
[6] Dance self-study before and after
[7] Sample mission statements
[8] Notification Letter from CACREP to TWU
[9] CACREP Accreditation Overview and Future Plan
[10] COAMFTE Accreditation Budget Request
3.13.2 Collaborative Academic Arrangements: Policy and Procedures

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.

Findings of the Off-Site Review Committee

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.

TWU Response:

Assurance of Integrity of Collaborative Academic Arrangements

In response to recently developed SACSCOC policy, TWU adopted Policy 1.20 “Collaborative Academic Arrangements” [1] that defines collaborative academic agreements. The policy outlines responsibilities for ensuring the integrity of collaborative arrangements, the quality of credits recorded on TWU transcripts, and compliance with accreditation standards.

Procedures developed and implemented in the TWU Office of Undergraduate Studies and Academic Partnerships [2] ascribe processes for developing, maintaining, and evaluating collaborative agreements including, but not limited to, the following: dual education programs, joint education programs, and transfer or 2+2 agreements.

Adherence to Policy and Procedure

Two collaborative academic arrangements, one that required substantive change pre-approval and one that did not, are described to illustrate compliance with applicable SACSCOC and TWU policy and procedure.

The Federation of North Texas Area Universities

Since 1968, TWU has been offering master’s and doctoral degrees through the Federation of North Texas Area Universities, a consortium consisting of TWU, the University of North Texas, and Texas A&M University-Commerce [3]. The university to which a student is admitted has authority over the student’s degree plan and awards the degree. Courses for the Federated degrees are monitored by discipline-specific program committees consisting of representatives from each of the universities offering the degrees. Responsibilities of these committees and the consortium’s bylaws are outlined on the Federation website [4]. The Council of Graduate Deans oversees the operations of the Federation. The member universities are all accredited by the Southern Association of Colleges and Schools and are charged with ensuring that courses offered by their institutions meet standards established by SACS - COC and the
Texas Higher Education Coordinating Board [5]. In February 2008, the Federation graduate deans provided data about the Federation to the presidents of the three universities [6]. The presidents assessed the data and made 12 recommendations for improving the collaborative arrangement [7]. In September 2011, the graduate deans reported on progress in implementing the recommendations from the assessment of the Federation [8] [9].

**Collin Higher Education Center**

The Collin Higher Education Center (CHEC) was developed by Collin College and granted approval by THECB. CHEC is a partnership of Collin College and five area universities [10]. TWU offers five of its current degree programs through CHEC. As stated in the University’s Substantive Change submission: “Offering five existing programs in collaboration with five other Texas institutions makes creative use of existing resources and demonstrates accountability by serving Texas residents who are currently underserved” [11] [12] [13] [14]. This document also details the division of responsibilities and oversight of programs offered by the University through CHEC.

**Supporting Documents**

[1] Collaborative Arrangements Policy  
[2] Collaborative Arrangements Procedures  
[3] Federation of North Texas Area Universities webpage  
[5] Coordinating Board Approval of Federation  
[6] Federation Deans Data for Presidents  
[7] Federation Presidents Results of Assessment  
[8] Federation Letter to Presidents  
[10] Collin Higher Education Center webpage  
[12] SACS Response to Prospectus  
[13] SACS Final Response to Prospectus  
[14] CHEC Agreement 2009